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Pensiamo che in un'università dai costi e dai ritmi sempre più escludenti, sempre più subordinata agli interessi delle aziende, **LIBREREMO** possa essere uno strumento nelle mani degli studenti per riappropriarsi, attraverso la collaborazione reciproca, del proprio diritto allo studio e per stimolare, attraverso la diffusione di materiale controinformativo, una critica della proprietà intellettuale al fine di smascherarne i reali interessi.

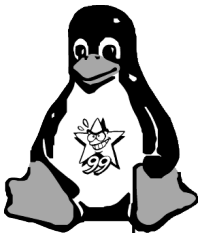
I diritti di proprietà intellettuale (che siano brevetti o copyright) sono da sempre – e soprattutto oggi - grosse fonti di profitto per multinazionali e grandi gruppi economici, che pur di tutelare i loro guadagni sono disposti a privatizzare le idee, a impedire l'accesso alla ricerca e a qualsiasi contenuto, tagliando fuori dalla cultura e dallo sviluppo la stragrande maggioranza delle persone. Inoltre impedire l'accesso ai saperi, renderlo possibile solo ad una ristretta minoranza, reprimere i contenuti culturali dal carattere emancipatorio e proporre solo contenuti inoffensivi o di intrattenimento sono da sempre i mezzi del capitale per garantirsi un controllo massiccio sulle classi sociali subalterne.

L'ignoranza, la mancanza di un pensiero critico rende succubi e sottomette alle logiche di profitto e di oppressione: per questo riappropriarsi della cultura – che sia un disco, un libro, un film o altro – **è un atto cosciente caratterizzato da un preciso significato e peso politico**. Condividere e cercare canali alternativi per la circolazione dei saperi significa combattere tale situazione, apportando benefici per tutti.

Abbiamo scelto di mettere in condivisione proprio i libri di testo perché i primi ad essere colpiti dall'attuale repressione di qualsiasi tipo di copia privata messa in atto da SIAE, governi e multinazionali, sono la gran parte degli studenti che, considerati gli alti costi che hanno attualmente i libri, non possono affrontare spese eccessive, costretti già a fare i conti con affitti elevati, mancanza di strutture, carenza di servizi e borse di studio etc...

Questo va evidentemente a ledere il nostro diritto allo studio: le università dovrebbero fornire libri di testo gratuiti o quanto meno strutture e biblioteche attrezzate, invece di creare di fatto uno sbarramento per chi non ha la possibilità di spendere migliaia di euro fra tasse e libri originali... Proprio per reagire a tale situazione, senza stare ad aspettare nulla dall'alto, invitiamo tutt* a far circolare il più possibile i libri, approfittando delle enormi possibilità che ci offrono al momento attuale internet e le nuove tecnologie, appropriandocene, liberandole e liberandoci dai limiti imposti dal controllo repressivo di tali mezzi da parte del capitale.

Facciamo fronte comune davanti ad un problema che coinvolge tutt* noi! Riappropriamoci di ciò che è un nostro inviolabile diritto!



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Cambridge Certificate in Advanced English 5

TEACHER'S BOOK

Examination papers from University of Cambridge ESOL Examinations: English for Speakers of Other Languages

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Introduction

The Cambridge ESOL Main Suite: A five-level system

The University of Cambridge ESOL Examinations has developed a series of examinations with similar characteristics, spanning five levels. Within the series of five levels, the Certificate in Advanced English (CAE) is at Cambridge/ALTE Level 4, Level C1 in the Council of Europe Framework and Level 2 in the UK National Qualifications Framework.

Examination	Cambridge/ALTE Level	Council of Europe Level	UK National Qualifications Framework Level
CPE Certificate Proficiency in English	Level 5	C2	3
CAE Certificate in Advanced English	Level 4	C1	2
FCE First Certificate in English	Level 3	B2	1
PET Preliminary English Test	Level 2	B1	Entry 3
KET Key English Test	Level 1	A2	Entry 2
YLE Cambridge Young Learners English	Breakthrough Level		

The level of CAE

The Certificate in Advanced English (CAE) offers a high-level qualification in the language to those wishing to use English for professional or study purposes at university level. It is also designed to encourage the development of the skills required by students progressing towards CPE, with emphasis very much on real-world tasks.

A brief description of CAE level is given below. The description is not a specification for the examination content, but refers to language activities in the real-world, non-examination context.

At this level, learners are able to use the structures of a language with ease and fluency. They are aware of the relationship between the language and the culture it exists in, and of the significance of register. This means that to some extent they are able to adapt their language use to a variety of social situations, and express opinions and take part in discussions and arguments in a culturally acceptable way. Learners at this level can develop their own interests in reading both factual and fictional texts. They can also produce a variety of types of texts, such as letters of varying degrees of formality. They can use language in a creative and flexible way, with the ability to respond appropriately to unforeseen as well as predictable situations, producing quite long and complex utterances.

The written and spoken texts encountered in most common everyday situations can be dealt with at a level below that reached by the Level Four learner, but certain more difficult situations, e.g. discussing abstract or cultural topics with a good degree of fluency, demand this level of language. Users at this level can enjoy a wide range of social contacts.

Recognition

CAE is recognised by the majority of British universities for English language entrance requirements. These are listed in a leaflet 'Universities and Colleges in Britain' available from Cambridge ESOL. More information about university or corporate recognition is available from the Cambridge ESOL website.

CAE candidates

The annual candidature for the CAE examination is in excess of 50,000 worldwide. Information is collected about the CAE candidates at each session, when candidates fill in a Candidate Information Sheet. The candidates for CAE come from a wide range of backgrounds and take the examination for a number of different reasons. The following points summarise the characteristics of the current CAE candidature.

Nationality

CAE is taken by candidates throughout the world in about 67 countries, although the total number of nationalities represented in the candidature is over 150. The majority of these candidates enter for CAE in European and South American countries. Many candidates also take the examination in the UK.

Age

Nearly 80% of candidates are under 25, with the average age being about 23. In some countries the average age is lower (e.g. in Greece it is about 17).

Gender

About 70% of candidates are female.

Employment

Most candidates are students, although there are considerable differences in the proportion of students in different countries.

Exam preparation

A large proportion of candidates (about 80%) undertake a preparatory course before taking the examination.

Reasons for taking CAE

The most frequent reasons for candidates wanting the CAE qualification are further study and work in their own country or abroad.

Further information

CAE is held each year in June and December in more than 1300 centres worldwide. Special arrangements are available for disabled candidates. These may include extra time, separate accommodation or equipment, Braille transcription, etc. Consult the Cambridge ESOL Local Secretary in your area for more details.

Copies of the regulations and details of entry procedure, current fees and further copies of information about this and other Cambridge examinations can be obtained from the Local Secretary for Cambridge ESOL examinations in your area or from:

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England

Telephone: +44 1223 553311
Fax: +44 1223 460278
e-mail: efl@ucles.org.uk
http://www.CambridgeESOL.org

In some areas, this information can also be obtained from the British Council.

CAE content and marking

The structure of CAE: *an overview*

The CAE examination consists of five papers.

Paper 1	**Reading**	1 hour 15 minutes
Paper 2	**Writing**	2 hours
Paper 3	**English in Use**	1 hour 30 minutes
Paper 4	**Listening**	45 minutes (approximately)
Paper 5	**Speaking**	15 minutes

Material used throughout CAE is as far as possible authentic and free of bias, and reflects the international flavour of the examination. The subject matter should not advantage or disadvantage certain groups of candidates, nor should it offend in areas such as religion, politics or sex.

Paper 1 Reading

The CAE Reading paper consists of four parts and between 40 and 50 questions. The time allowed to select answers and record them on the answer sheet is one hour and fifteen minutes.

Texts

The length of CAE texts varies from 450 words to 1200 words, depending on the type of task; the total reading load for a set of four tasks varying in length, character and density is approximately 3,000 words.

A number of shorter texts, for example a set of thematically linked texts, may be brought together to form a CAE text.

The texts are intended to cover a range of recently published non-fiction material and to appear authentic in form, presentation and content. The nature of each text is described in general terms in the rubric which precedes it.

Texts may be of the following types:

- informational
- opinion/comment
- descriptive
- advice/instructional
- narrative
- imaginative/journalistic
- persuasive
- complaint
- combined, e.g. narrative/descriptive, information/opinion

Materials from leaflets, guides and advertisements may be included. Plans, diagrams and other visual stimuli are used where appropriate to illustrate the text; questions do not focus on visual elements.

Reading texts may contain some lexis unknown to candidates and understanding of these words may be tested if it can reasonably be expected that the meaning can be deduced from context (one of the skills tested in the paper).

Test focus

- Forming an overall impression by skimming the text.
- Retrieving specific information by scanning the text.
- Interpreting the text for inference, attitude and style.
- Demonstrating an understanding of the text as a whole.
- Demonstrating an understanding of how text structure operates.
- Selecting the relevant information from the text required to perform a task.
- Deducing meaning from context.

Tasks

The Reading paper contains between 40 and 50 questions as follows:

Part	Task	Number of questions	Task format
1	Multiple matching	12–18	Candidates must match a prompt from one list to a prompt in another list, or match prompts to elements in the text.
2	Gapped text	6 or 7	Candidates must select appropriate paragraphs which have been removed from the text and placed in a jumbled order after it.
3	Multiple choice	5–7	Candidates must answer four-option multiple-choice questions based on the text.
4	Multiple matching	12–22	Candidates must match a prompt from one list to a prompt in another list, or match prompts to elements in the text (as in Part 1).

Multiple-choice and gapped-text questions follow the text. Multiple-matching questions precede the text.

The language level of the instructions and individual questions is within the range of CAE.

Marks

Candidates record their answers in pencil on a separate answer sheet. One mark is given for each correct answer to the multiple-matching tasks. Two marks are given for each correct answer to the multiple-choice and the gapped-text tasks. The total score is then weighted to 40 marks for the whole Reading paper.

Marking

The Reading paper is directly scanned by computer.

Paper 2 Writing

The CAE Writing paper requires candidates to answer two questions, each answer totalling approximately 250 words.

Test focus

Part 1 is a compulsory question in which candidates have to read and process what they have read. In **Part 2** there is a choice of four questions. All of the questions specify why the piece is to be written and whom it is to be written from and give guidelines as to appropriate content.

Parts 1 and **2** carry equal marks.

Tasks

In both sections candidates are asked to complete non-specialist tasks based on input drawn from a range of sources such as letters, notes and advertisements.

Presentation, register and style should be appropriate to the task and the effect on the target reader should always be borne in mind by the candidate.

In **Part 1** candidates are asked to produce one or more pieces of writing (approximately 250 words in all) in response to a practical reading input. The language of the reading input is well within the level expected of CAE candidates and supported by suitable layout e.g. newspaper column, programme of events, page from notepad. Satisfactory processing of this input will be required to complete the task(s) successfully. Candidates are asked to perform tasks requiring one or more of the following responses to the reading input:

- apply information contained in the input to another task
- select and summarise information from the input
- compare items of information from the input.

The range of writing activities includes formal and informal letters, proposals and reports; more than one register may be required within **Part 1.**

In **Part 2** candidates are required to write a piece of approximately 250 words, in response to one of a choice of four specific stimuli. The range of writing activities includes articles, reports, letters, competition entries, proposals, reviews and leaflets. Question 5 is always related to business. There are no tasks based on optional background reading texts in the CAE examination.

In order to complete the tasks successfully, candidates need to use the input provided in an appropriate way. They should avoid reproducing much of the input material in their answers.

Assessment

An impression mark is awarded to each piece of writing. Examiners use band descriptions similar to the ones below to assess language and task achievement.

The **general impression mark scheme** is used in conjunction with a **task-specific mark scheme**, which focuses on criteria specific to each particular task, including relevance, length, omissions, range of structure and vocabulary, and layout; following the conventions of writing letters, reports, etc., is part of task achievement.

Allowances are made for appropriate colloquialisms and American usage and spelling.

General impression mark scheme

Band 5	Minimal errors: resourceful, controlled and natural use of language, showing good range of vocabulary and structure. Task fully completed, with good use of cohesive devices, consistently appropriate register. No relevant omissions. NB Not necessarily a flawless performance. Very positive effect on target reader.
Band 4	Sufficiently natural, errors only when more complex language attempted. Some evidence of range of vocabulary and structure. Good realisation of task, only minor omissions. Attention paid to organisation and cohesion; register usually appropriate. Positive effect on target reader achieved.
Band 3	*Either* (a) task reasonably achieved, accuracy of language satisfactory and adequate range of vocabulary and range of structures *or* (b) an ambitious attempt at the task, causing a number of non-impeding errors, but a good range of vocabulary and structure demonstrated. There may be minor omissions, but content clearly organised. Would achieve the required effect on target reader.
Band 2	Some attempt at task but lack of expansion and/or notable omissions or irrelevancies. Noticeable lifting of language from the input, often inappropriately. Errors sometimes obscure communication and/or language is too elementary for this level. Content not clearly organised. Would have a negative effect on target reader.
Band 1	Serious lack of control and/or frequent basic errors. Narrow range of language. Inadequate attempt at task. Very negative effect on target reader.
Band 0	(a) Fewer than 50 words per question. *or* (b) Totally illegible work. *or* (c) Total irrelevance (often a previously prepared answer to a different question).

All these comments should be interpreted at CAE level and referred to in conjunction with a task-specific mark scheme.

Marking

The panel of examiners is divided into small teams, each with a very experienced examiner as Team Leader. The Principal Examiner guides and monitors the marking process, which begins with a meeting of the Principal Examiner and the Team Leaders. This is held immediately after the examination and begins the process of establishing a common standard of assessment by the selection of sample scripts for all five questions in Paper 2. These are chosen to demonstrate the range of responses and different levels of competence, and a task-specific mark scheme is finalised for each individual question on the paper. This summarises the

content, organisation, cohesion, range of structures and vocabulary, register and target reader implied by the question, in the form of Band 3 descriptors. The accuracy of language, including spelling and punctuation, is assessed on the general impression scale for all tasks. Markers discuss these individual mark schemes and refer to them regularly while they are working. A rigorous process of co-ordination and checking is carried out before and throughout the marking process.

Paper 3 English in Use

The CAE English in Use paper consists of six parts and 80 questions in total. The time allowed for completing all six parts is one and a half hours.

Test focus

This paper tests the ability to apply knowledge of the language system, including control of grammar, lexis, spelling, punctuation, register, word-building, cohesion, coherence, and formulaic language.

Tasks

All the tasks in Paper 3 are based on texts adapted from authentic sources.

Part 1

A four-option multiple-choice cloze containing 15 gaps, with the focus on lexical words.

Part 2

A cloze test containing 15 gaps, with the focus on structural words.

Part 3

A task requiring candidates to recognise errors within a text; these may include errors of spelling and punctuation, or unnecessary words.

Part 4

A task containing two texts from which a number of words have been removed. Candidates are provided with a prompt word for each gap from which they must build an appropriate word to fill the space.

Part 5

A task requiring candidates to recognise and manipulate items of vocabulary in order to complete a second text so that it is stylistically appropriate in terms of both audience and purpose.

Part 6

A text from which a selection of phrases or short sentences have been removed and placed below the text along with several additional phrases. Candidates are required to identify the phrase or short sentence which has been removed.

Marks

One mark is given for each correct answer. The total mark is subsequently weighted to 40.

Marking

Candidates record their answers (either by selecting a letter or writing one or two words) on a separate answer sheet which is processed by trained markers and then scanned by computer. Draft mark schemes for **Parts 1, 3, 4** and **6** are wholly objective, with no possible alternatives. Draft mark schemes for **Parts 2** and **5** are drawn up in advance of the examination and are subsequently expanded to include acceptable alternatives following a careful analysis of candidate answers. An experienced co-ordinating examiner supervises the procedure throughout the marking period, and all answer sheets go through a double-marking process.

Paper 4 Listening

This paper tests the ability of candidates to understand the spoken standard English of native speakers with a range of accents and non-native speakers whose accents approximate to the norms of native speaker accents. Delivery is at normal, accessible speed, appropriate to context.

The paper is divided into four parts and is approximately 45 minutes in length. Each of the four parts consists of a recorded text and a series of questions; there is a total of 30 to 40 questions on the Listening paper. **Parts 1, 3** and **4** are heard twice; **Part 2** is heard once only.

The instructions which begin each part of the Listening paper are written and spoken. They give the general context for the input and explain the task. They are followed by a pause for the candidate to study the task for that part.

Candidates write their answers on the question paper while listening. Ten minutes are allowed at the end of the test for them to transfer their answers to an answer sheet.

Test focus

Part 1

- Understanding of specific information from the text.

Part 2
- Understanding of specific information from the text.

Part 3
- Understanding the text as a whole, including gist and attitude, as well as directly stated information.

Part 4
- Understanding of context (including speaker identity), opinion, attitudes, topic and language function.

Texts

Different text types appropriate to the particular test focus are used in each part of the paper.

Part 1

A monologue, to test the understanding of informational language. The range of text types includes: announcements, radio broadcasts, recorded telephone messages, speeches, talks, lectures, etc. The length of the input text is approximately two minutes; the text is heard twice.

Part 2

One text with key information which is usually given more than once within the text, to test the understanding of informational language. The text is generally a monologue, but may include prompts or brief questions from a second speaker. The range of text types includes those in Part 1. The length of the input text is approximately two minutes; the text is heard **once** only.

Part 3

One longer text, with two or three speakers interacting at one time. The text types are interviews and discussions. The length of the text is approximately four minutes; the text is heard twice.

Part 4

A series of five short extracts related by topic, theme or context; the extracts are approximately 30 seconds each in length, with brief pauses between them. The series of extracts tests identification of context, topic, function, information, etc. The whole sequence is heard twice.

Tasks

Task types include note-taking, sentence completion, multiple-choice and multiple-matching. Questions are answered by selecting a letter (A, B, C, etc.) or by writing a word, a number or short phrase (normally not more than three words). Accurate spelling in answers is required.

The tasks for the different parts of the paper are as follows:

Part 1

Questions test the understanding of specific information from the text. The questions involve sentence completion or note-taking.

Part 2

Questions test the understanding of specific information from the text. The questions involve sentence completion or note-taking.

Part 3

Questions test the understanding of the text as a whole, including gist, attitude and directly stated information. The questions involve sentence completion or multiple choice.

Part 4

Questions test understanding of speaker identity, opinion, topic, language function, context, etc. In the multiple-matching format there are two tasks; each task requires the candidates to select the correct option from a list of eight. In the multiple-choice format there are ten questions with two questions for each speaker. The multiple-choice questions require selection of the correct option from a choice of three (A, B or C).

Marks

One mark is given for each correct question. The total for any version of the Listening paper is weighted to give a mark out of 40 for the paper.

For security reasons, several versions of the Listening paper are used at each administration of the examination. Before grading, the performance of the candidates in each of the versions is compared and marks adjusted to compensate for any imbalance in levels of difficulty.

Marking

The paper is marked under the supervision of a co-ordinating examiner. A mark scheme for each version of the Listening paper is drawn up in the light of pre-testing. This is adjusted at the beginning of the marking procedure to take account of actual candidate performance, and then finalised. All scripts are double-marked. Question papers may be scrutinised during the marking if there is any doubt about candidates' responses on the answer sheets.

Paper 5 Speaking Test

The CAE Speaking test is conducted by two Oral Examiners, an Interlocutor and an Assessor, with pairs of candidates. The Interlocutor is responsible for conducting the Speaking test and is also required to give a mark for each candidate's performance during the whole test. The Assessor is responsible for providing an analytical assessment of each candidate's performance and, after being introduced by the Interlocutor, takes no further part in the interaction.

The Speaking test takes about 15 minutes for a pair of candidates and is divided into four parts.

Part 1 Social interaction
Part 2 Individual long turn
Part 3 Two-way discussion, negotiating the outcome to a problem-solving task
Part 4 Developing the theme of the discussion in Part 3.

The visual prompts for **Parts 2** and **3** are usually in colour and may be photographs, line drawings, diagrams, maps, posters, notices, etc., displayed individually or as part of a set.

Test focus

Interacting in conversational English in a range of contexts; demonstrating this through appropriate control of grammar, vocabulary, management of discourse, pronunciation and interactive communication.

Tasks

Tasks include different interaction patterns (examiner to candidate, candidate to candidate), different discourse types (short turn, long turn, etc.), and focus on different features, such as comparing and contrasting, exchanging information, stating and supporting an opinion, agreeing and disagreeing, hypothesising, expressing certainty and uncertainty, initiating and responding, collaborating, and turn-taking.

The purpose of **Part 1** ('interview': three minutes) is to test general interactional social language. The Interlocutor asks a few introductory questions of each candidate. The candidates are then directed to ask each other one or two questions on topics such as interests, hobbies, future plans, etc., and this is followed by some further questions from the Interlocutor.

The purpose of **Part 2** ('individual long turn': one minute per candidate) is to elicit a sample of transactional language from each candidate. Each candidate is given the opportunity to speak without interruption for about one minute.

Tasks are designed to range beyond pure description and may include task types such as:

- compare, contrast and hypothesise
- describe, hypothesise and comment
- describe, speculate and identify
- describe, speculate and eliminate

Sometimes the two **Part 2** tasks will be completely independent of one another; sometimes they will form a 'shared' task, with related visual stimuli on a common theme sharing the same rubric.

The purpose of **Part 3** ('collaborative task': four minutes) is to elicit short transactional turns from each candidate by engaging them both in the same problem-solving activity. The tasks are designed to be open and speculative, ranging beyond pure description, and with no definite outcome, i.e. a problem-solving task with no precise answer. Candidates should be able to express their own views, invite the opinions and ideas of their partner and, where necessary or appropriate, negotiate a decision. The metalanguage of the exchange is as much a part of the test as the utterances directly connected with the prompt.

The purpose of **Part 4** ('discussion': four minutes) is to elicit a further sample of language from each candidate by encouraging them to take part in a wider discussion of the issues raised in **Part 3**.

At the end of the Speaking test, candidates are thanked for attending but are given no indication of their level of achievement.

Note: The CAE Speaking test is designed for pairs of candidates. However, where a centre has an uneven number of candidates, the last three candidates will be examined together. This test takes 23 minutes. Oral Examiner packs contain shared tasks which are particularly appropriate for groups of three.

Assessment

Candidates are assessed on their own individual performance and not in relation to each other, according to the following four analytical criteria: Grammar and Vocabulary, Discourse Management, Pronunciation and Interactive Communication. These criteria are interpreted at CAE level. Assessment is based on performance in the whole test and not in particular parts of the test.

Both examiners assess the candidates. The Assessor applies detailed analytical scales, and the Interlocutor applies a global achievement scale, which is based on the analytical scales.

CAE typical minimum adequate performance

The candidate develops the interaction with contributions which are mostly coherent and extended when dealing with the CAE level tasks. Grammar is mostly accurate and vocabulary appropriate. Utterances are understood with very little strain on the listener.

Analytical scales

Grammar and vocabulary
This refers to the accurate and appropriate use of grammatical forms and vocabulary. It also includes the range of both grammatical forms and vocabulary. Performance is viewed in terms of the overall effectiveness of the language used.

Discourse management
This refers to the coherence, extent and relevance of each candidate's individual contribution. In this scale, the candidate's ability to maintain a coherent flow of language is assessed, either within a single utterance or a string of utterances. Also assessed here is how relevant the contributions are to what has gone before.

Pronunciation
This refers to the candidate's ability to produce comprehensible utterances to fulfil the task requirements. This includes stress, rhythm and intonation as well as individual sounds. Examiners put themselves in the position of the non-EFL specialist and assess the overall impact of the pronunciation and the degree of effort required to understand the candidate.

Interactive communication
This refers to the candidate's ability to use language to achieve meaningful communication. This includes initiating and responding without undue hesitation, the ability to use interactive strategies to maintain or repair communication, and sensitivity to the norms of turn-taking.

Global achievement scale
This refers to the candidate's overall performance throughout the test.

Marking

Oral Examiners are trained in conducting the CAE Speaking Test and applying the assessment criteria at initial training sessions. At these sessions, Oral Examiners conduct tests with volunteer candidates, and mark video sample tests, which are selected to demonstrate a range of levels of competence. After initial training, Oral Examiners attend annual co-ordination sessions to maintain standardisation of marking.

In the majority of countries in which the CAE examination is taken, Oral Examiners are assisgned to teams which are led by Team Leaders. Team Leaders give advice and support and also monitor Oral Examiners on a regular basis during live tests. Senior Team Leaders, to whom Team Leaders are responsible, are appointed by Cambridge ESOL to manage the professional aspects of the Speaking Tests. Senior Team Leaders attend annual conferences in the UK to co-ordinate the development of the Team Leader system world-wide.

Marks

Marks for each scale are awarded out of five: the Assessor's marks are weighted singly and the Interlocutor's mark is double-weighted. Marks for the Speaking test are subsequently weighted to produce a final mark out of 40.

Grading and results

Grading takes place once all scripts have been returned to Cambridge ESOL and marking is complete. This is approximately six weeks after the date of the examination.

Grading

The five CAE papers total 200 marks, after weighting. Each paper is weighted to 40 marks.

A candidate's overall CAE grade is based on the total score gained by the candidate in all five papers. It is not necessary to achieve a satisfactory level in all five papers in order to pass the examination.

The overall grade boundaries (A, B, C, D and E) are set according to the following information:

- statistics on the candidature
- statistics on the overall candidate performance
- statistics on individual items, for those parts of the examination for which this is appropriate (Papers 1, 3 and 4)
- advice, based on the performance of candidates, and recommendations of examiners where this is relevant (Papers 2 and 5)
- comparison with statistics from previous years' examination performance and candidature.

Special consideration

Special consideration can be given to candidates affected by adverse circumstances immediately before or during an examination. Examples of acceptable reasons for giving special consideration include illness and bereavement. All applications for special consideration must be made through the centre as soon as posssible after the examination affected.

Irregular conduct

The cases of candidates who are suspected of copying, collusion or breaking the examination regulations in some other way will be considered by the Cambridge ESOL Malpractice Committee. Results may be withheld because further investigation is needed or because of infringement of the regulations.

Results

Results are reported as three passing grades (A, B and C) and two failing grades (D and E). The minimum successful performance which a candidate typically requires in order to achieve a grade C corresponds to about 60% of the total marks. Statements of Results are sent out to all candidates and include a graphical display of the candidate's performance in each paper. These are shown against the scale, Exceptional – Good – Borderline – Weak and show the candidate's relative performance in each paper.

Notification of results

Statements of Results are issued through centres approximately two months after the examination has been taken.

Certificates are issued about six weeks after the issue of Statements of Results. Enquiries about results may be made through Local Secretaries, within a month of the issue of Statements of Results.

Paper 2 sample answers and examiner's comments

The following samples have been selected from students' answers to the writing tasks in Paper 2 of Tests 1–4 in the Student's Book. Explanatory notes have been added to show how the bands have been arrived at. The comments should all be read in conjunction with the task-specific mark schemes included in the key (see pages 50–72 of this book).

Sample A (Test 1, Question 1)

This report is the result of the assessment of three proposals which have been invited from catering companies, in response to students' current claim about the college canteen.

The first company, Kavanagh Catering Service, appeals their friendly service and reasonable price. Also their opening hour should meet students' need. However, the menu does not necessarily seem to be quite healthy nor wide variety.

The second company, Rainbow Ltd, appeals their broad variety of food menu and it's freshness as well as healthiness. The service could be not so bad. However, the price is not to be clear. Also the opening hour seems to be rather short especially for serving hot meals.

Finally, Xanadu Express shows their availability of serving good quality and high nutritious cuisine, which should cover students' demands. Also they could provide a good service. Their opening hours is the longest of those three companies. However, the price is not to be clear again and also only two choice of hot meals seems not to be enough.

As a result of assessment of an each company as above, I recommend to you Kavanagh Catering Service.

Comments

Content (points covered)
All points attempted but lack of justification/expansion.

Organisation and cohesion
Clearly paragraphed with some use of cohesive devices.

Range
Limited: language too elementary for this level.

Register
Consistently appropriate.

Target reader
Would be distracted by errors and only partially informed.

Accuracy
Frequent basic errors sometimes obscure communication e.g. *Rainbow Limited appeals their broad variety / the price is not to be clear / shows their availability.*

Mark 2

Sample B (Test 1, Question 2)

Review – Book which has helped me in my job
I am working as a tourist guide and I am going to write about the book which helped me in my job.

The book is called The Lady in the Tower and is written by Jean Plaidy. It is sat in England in 1530 and this true story is told by Anne Boleyn, the second wife of Henry the VIII. She describes her life since she was 5 years old until she is imprisoned in the Tower of London and executed. She writes about her life in French Court, meeting the French and English kings about the King's passion for her and intrigues in the English Court. Sometime, she feels betrayed by everybody even by king her husband, who starting to hate her and be rid of her. As everybody knows Anne Boleyn was well-known for her sixth nail which caused her sleepless nights.

The Lady in the Tower is rich and detailed in plot, providing many layers for the reader to explore. As you can see this book is predominantly a historical book.

As for characterition, Jean Plaidy is extremely successful in writing historical books, for example: In the shadow of the crown, The queen of her realm and so on.

What did I learn from this book? Especially, I learned more about the English history, how people lived and how they dressed at that time.

I have just one resavation about this book and it is its lengh. At over 500 pages, it is just a too long. In despite of this, I literally could not put it down.

I would highly recommend this book to everybody who does the same kind of job as me because the details about the English history will stay in your mind forever and you can use them actually everywhere as a tourist guide.

Comments

Content (points covered)
Inappropriate response to task, not related closely enough to question.

Organisation and cohesion
Clearly organised and paragraphed. Some use of cohesive devices.

Range
Some evidence of range but little related to world of work.

Register
Consistently appropriate.

Target reader
Would not be informed.

Accuracy
Some non-impeding errors: e.g. *it is just a too long / In despite of this.*

Mark 2

Sample C (Test 2, Question 1)

Dear Sir/Madam,

I am writing in response to the article which was published in "The Times", issue May 22nd. This article mentions complaints made by local residents about problems which are caused by students studying at Whitecross College.

At first, I would like to apologise, on behalf of Mr. Smith, the Principal, about the noise that is caused at night and about them blocking the pavement and dropping rubbish on the streets. We truly understand that this is unacceptable.

However, I would like to make some other points clear, too. In the article, Mrs Jones claimed that our exam results are low. Concerning this, I would like to make people aware of our first-class exam results.

What is more, the article refers to our social programme being really poor. This is absolutely untrue and, in order to make this clearer via this letter we invite all the readers of "Times" bar none to participate in "The Open Day" that will take place on Saturday 11th October, from 10.30 am to 10.30 pm.

The Open Day will include groups of students performing their own music. There will also be football and tennis matches where our students will play against local teams. Moreover, there will be an international barbecue and everyone will have the opportunity to take a look on our computer centre and language laboratory. Finally, the exhibition of photographs concerning college activities will surely attract even the most indifferent visitor.

I hope my letter has corrected all the errors and incongruities of the article. We are expecting that everyone will show up in "The Open Day".

Yours Faithfully,

Comments

Content (points covered)
All points covered with some expansion.

Organisation and cohesion
Clearly paragraphed. Good organisation. Appropriate opening and closing formulae.

Range
Some evidence of range, e.g. *I would like to make people aware of our first-class exam results / will surely attract even the most indifferent visitor.*

Register
Usually appropriate.

Target reader
Would be informed and consider printing the letter.

Accuracy
A few minor errors, e.g. *to take a look on.*

Mark 4

Sample D (Test 2, Question 2)

Dear Sir Principal,

I have decided to write this letter to you in order to inform you that I am willing to start a monthly magazine in English for all of the students at this college.

The reasons that I have decided to start this magazine are many. First of all I like the idea of being able to inform the unaware students of important facts, social events. I also think that our college's students need more knowledge about what is happening out of college's borders.

The first issue would include some interviews of our teachers concerning our college, some artistic information, or lyrics from the most famous song of the month, a programme of all the exhibitions of this month that will take place in our college and an environmental survey that has actually been done from a school team and is based on information that they collected by some local residents. It would also include a special article from me, explaining the reasons I wanted to start publishing this college magazine.

I hope I have your agreement about starting publishing this magazine because as I think, it is an opportunity for all of the students to purchase information in a more informal and "teenage" way, in contrary with the formal style in which all articles in daily newspapers are written.

In addition, I would like to ask you if you are willing to give us financial support by just paying the fifty percent of the first issue's costs. All the other issues's costs will be payed by the previous's profits and all the extra money will be donated to Unicef in order to help the poor and helpless children all around the world.

I hope I have your full agreement on this subject.

Yours sincerely,

Comments

Content (points covered)
All points addressed. Task reasonably achieved, with some attempt at expansion.

Organisation and cohesion
Clearly organised and paragraphed. Letter format acceptable, but headings would be better.

Range
Adequate.

Register
Consistently appropriate. Problems with opening formula.

Target reader
Would be informed.

Accuracy
Some non-impeding errors, often resulting from ambition, e.g. *the unaware students / out of college's borders / in contrary with*

Mark 3b

Sample E (Test 3, Question 1)

Dear Sir,

I am writing to thank you for your memo, concerning the "College Sports Centre".

I agree with you that it is necessary to make some changes to it because I discussed this subject with many students and most of them were very unhappy about different parts in the Sports Centre.

According to your plan you want to enlarge the Coffee Bar which is an advantage from my point of view, because after having done a lot of sports you need something to drink and the Coffee Bar was rather small before.

I also agree with the changes you made to the Sauna because it is more appropriate to have the park next to it.

As far as I am concerned, it would be good to keep the gym but better equipped. At the moment many students do not use it because they think there are not enough facilities in it and most of them would use it if they would find better equipment.

I also do not quite agree with the changes you made to the Indoor Court. It seems to me that two of them are too much because the problem exists only on Saturdays when it is extremely busy. I would therefore recommend to introduce a booking system which would allow everyone to use the court at a special time.

For further recommendation I would suggest to open the Sports Centre for the public who pay money for the entrance. We would earn money to make all the necessary changes. If the people pay it would also be cheaper for the students because from my point of view £5 are too much to pay for a student who does not have a lot of money.

I hope I could help you with my suggestions and I look forward to hear from you soon.

Yours faithfully,

Comments

Content (points covered)
All points covered.

Organisation and cohesion
Clearly organised into paragraphs, with appropriate opening and close. Some attempt at cohesion.

Range
Evidence of range.

Register
Consistently appropriate.

Target reader
Would be informed.

Accuracy
Some non-impeding errors, e.g. *different parts in / recommend to introduce / look forward to hear*

Mark 3a

Sample F (Test 3, Question 2)

Mexican Proud.

Mexico is a vast country that has given birth to many personalities well known around the world. One of them certainly is Pedro Infante singer and film star of the known "Golden Era of Film making" (in Mexico 1950) who tragically died in an airplane accident.

Pedro Infante could reflect the esence of being mexican cheerful, warmhearted, sincere and of course a good tequila drinker. People that knew him closer say that he was the same on his movies and on his personal life. He had "that something" that grab the attention of the people around him.

His songs are strictly for mexican parties where the tequila is drunk in good quantities, and the people enjoy to dance, where being "macho" is the correct thing and carrying a gun is a way of show and get respect.

His image of "mexican macho" with his moustache and his hat arriving, to the "cantina" with a bottle of tequila and with the "Mariachi" behind singing colorfull songs in unforgetable!

Comments

Content (points covered)
All points addressed.

Organisation and cohesion
Clearly organised into paragraphs.

Range
Adequate range of vocabulary and structure.

Register
Consistent to article genre with attempt to engage reader.

Target reader
Would be engaged and interested.

Accuracy
A number of non-impeding errors, e.g. *he was the same on his movies / the people enjoy to dance / a way of show and get respect / colorfull*

Mark 3b

Sample G (Test 4, Question 3)

If I was to be given the opportunity of traveling back in time, I would certainly stop in Britain in the time of the reign of the first female English queen – Elizabeth I. I have always been fascinated by this extraordinary historical figure who had such significant influence on this country and its history.

This decision of my past time destination occurs to me quite naturally for history is one of my life-long interests, especially the period around 15th and 16th century. Although I am aware that living in those times was not as comfortable and easy as it is nowadays, thanks to all the inventions of the modern life, I would love to explore the spirit of the life centuries ago.

Living in England in the 16th century might take me to London, where Shakespeare just opened his Globe. Watching one of his famous plays I could catch a glimpse of the queen, dressed in clothes of an ordinary woman, surrounded by her servants. She was said to attend the theatre in disguise in order to amuse herself and escape from the formality of her royal court.

My next destination could be a lively market, where I would watch the hussle of the everyday life of ordinary people comming there to sell handmade potery and fabrics or buy some fresh eggs and bread.

My main interest would be the queen, as I mentioned before. Having seen a great documentary based on her life recently I can't help wondering how this subtle woman managed to rule her country succesfully for so many years. She must have been a person of a magnificent character and skills if she was to lead the country in those unsettled times of continuous wars against Spain and France. She defeated rebelion initiated by her cousin Mary and by many others, who didn't like to see her on the throne. Surprisingly, she had never got married. It might have been a part of her strategy how to keep the fragile peace. But it would be her devotion for the nation and her people's wellfare as she once proclaimed.

That is why I want to travel to the Elizabethan times and meet this fantastic person whose strength and personal experience could teach me a lot and whom I cannot help to admire.

Comments

Content (points covered)
All points covered and developed.

Organisation and cohesion
Very well organised, clearly paragraphed, good internal cohesion.

Range
Excellent with some genuinely sophisticated language e.g. *attend the theatre in disguise in order to amuse herself and escape from the formality of her royal court*

Register
Appropriate, with very good, natural tone.

Target reader
Would be interested and informed.

Accuracy
Some minor, non-impeding errors (NB not a flawless performance).

Mark 5

Sample H (Test 4, Question 1)

Dear Sirs,

I am writing to express my concern about the false information given in the article called "WASHOUT FOR CHARITY DAY" in Monday's edition of your newspaper.

Being an active helper at the charity day, I was very much annoyed reading your article and I would like to point out the mistakes you made.

First of all, the article tells the reader about visitors expecting 45 stalls instead of the 34 which were provided. In fact, the charity organisation has never planned to use more than 34 stalls as there would not be enough space for more.

Then, you write about a sudden downpour of rain which ruined the dance display and the horse show. I am glad to tell you that we only had to deal with a small shower! The dance display as well as the horse show, however, turned out to be a huge success. Furthermore your paper blames the organisation for not having reached the target figure. Much to my regret you even tell your innocent readers that less than 60% of the money raised will go to the hospital.

As a matter of fact, the income was much higher than expected. And – after using 5% for administration costs and 10% for the entertainment expenses – the hospital could be given 85% of the entire income.

Obviously, the hospital has made a large profit from our charity day.

In conclusion, I must admit that I am extremely surprised at the poor quality of your reporting. I expect you to reprint the article with the correct information, as mentioned above.

In addition, I really do hope that you will print an apology as soon as possible, as the member of the organisation are suffering from your bad reporting.

Yours faithfully,

Comments

Content (points covered)
All points covered and expanded.

Organisation and cohesion
Well organised and appropriately paragraphed, opening and closing formulae and letter format. Good use of cohesive devices.

Range
Good range of vocabulary and structure, e.g. *turned out to be a huge success / Much to my regret / I really do hope ...*

Register
Consistently appropriate, good tone throughout.

Target reader
Would be fully informed and consider taking action.

Accuracy
Not error free e.g. *has never planned to use / the hospital could be given*

Mark 5

Sample I (Test 4, Question 4)

The best way to pass driving test

Driving test is one of the most dificult tests and needs pleanty of preparation, as well as some skils, so that the way in which people are preparing is very imtortant.

In may experiences the best way to lern driving is to attend special cours and trying to drive as much as possible. I drive a lot because my frind allowed me to drive his car when we were driving somewhere.

Next thing is to lern principles of driving. I personely bought a book "Drive well" which really help me to go through all signs. God idea is to observe the singns even if you do not drive. It helps to remember them.

Imtortant is to be good at parking and all of that staff. Best way to do that is to do that in special places where is no cars.

My advise on the day of the exam is to be relax and do not be nervous. First of all, person taken exam should not be sleepy. So that, I recomend to go to bed early. People who cannot sleep should not take any pils because it is very dangerous and may lead to an accident.

Exam takers should have brekfast on the day of the exam, even if do not do it usually. It really work because then you can fell less nervouse.

As I said above taking driving test is not easy but when it is follow by a good preperation it seems to be really easy.

Comments

Content (points covered)
All points addressed.

Organisation and cohesion
Paragraphed, with some attempt to use cohesive devices. Good balance between ideas and test preparation.

Range
Not ambitious and marred by inaccuracy.

Register
Generally consistent, with some inappropriate informality.

Target reader
Would be partially informed but would require patience.

Accuracy
A number of errors and spelling mistakes: e.g. *imtortant / may experiences / frind / singns*. Language too elementary for this level.

Mark 2

Paper 5 frames

Test 1

Note: In the live test, there will be both an Assessor and an Interlocutor in the room.

The following rubrics use plural forms, where appropriate, although it is realised that a teacher may often be working with an individual student for practice sessions.

The visual material for **Test 1** appears on pages C2, C3 and C4 of the Student's Book.

Part 1 (3 minutes)

Interlocutor: Good morning (afternoon/evening). My name is ..... and this is my colleague, ...

And your names are?

Can I have your mark sheets, please?

Thank you.

First of all, we'd like to know a little about you.

Select one or two questions and ask candidates in turn, as appropriate.

- Where are you both/all from?
- What do you do here/there?
- How long have you been studying English?
- Apart from English, what other languages have you studied?

Now I'd like you to ask **each other** something about:

Select one or two prompts in any order, as appropriate.

- your first impressions of life in this country
- entertainment and leisure facilities in this area
- the advantages of learning a language in the country where it is spoken
- a change you would like to make to your life in the future

Ask candidates further questions in turn, as appropriate.

- What interesting events have happened in your life recently?
- How important do you think English is in your country?
- How would you feel about living abroad permanently?
- Who do you think has had the greatest influence on your life so far? (Why?)
- If you could meet somebody famous, who would you choose? (Why?)

Thank you.

Part 2 (4 minutes)

Interlocutor: In this part of the test, I'm going to give each of you the chance to talk for about a minute, and to comment briefly after your partner has spoken.

First, you will each have the same set of pictures to look at. They show different groups of people.

Indicate the pictures on page C1 of the Student's Book to the candidates.

(Candidate A), it's your turn first. I'd like you to compare and contrast two or three of these groups of people, saying what responsibilities the members have as a group, and how they might depend on each other.

Don't forget, you have about one minute for this.

All right? So, *(Candidate A)*, would you start now, please?

Candidate A: [*Approximately one minute.*]

Interlocutor: Thank you.

Now, *(Candidate B)*, can you tell us which group you think would be the most interesting to belong to?

Candidate B: [*Approximately twenty seconds.*]

Interlocutor: Thank you.

Now, I'm going to give each of you another set of pictures to look at. They show people with pieces of paper.

Indicate the pictures on page C3 of the Student's Book to the candidates.

Now, *(Candidate B)*, it's your turn. I'd like you to compare and contrast two or three of these situations, saying what significance the pieces of paper might have, and how the people might be feeling.

Don't forget, you have about one minute for this.

All right? So, *(Candidate B)*, would you start now, please?

Candidate B: [*Approximately one minute.*]

Interlocutor: Thank you.

Now, *(Candidate A)*, can you tell us which pieces of paper you think look the most important?

Candidate A: [*Approximately twenty seconds.*]

Interlocutor: Thank you.

Part 3 (4 minutes)

Interlocutor: Now, I'd like you to discuss something between/among yourselves, but please speak so that we can hear you.

Here are some pictures of things which are important at different stages of people's lives.

Indicate the material on page C4 of the Student's Book to the candidates.

Talk to each other about how our attitudes towards these things might change at different stages in our lives, and then decide what the greatest priority might be at each of these stages.

You have about four minutes for this.

Candidates A & B: [*Approximately four minutes.*]

Interlocutor: Thank you.

So, which priorities have you decided are the greatest?

Part 4 (4 minutes)

Interlocutor: *Select any of the following questions, as appropriate:*

- What other things do you consider to be important in life?
- Some people say that the best time in your life is when you are young. What's your opinion?
- As people get to know each other better, do you think they become more, or less, tolerant of one another? (Why?)
- In your country, what is the general attitude towards elderly people?
- As people grow older, do you think they spend more time thinking about the past, the present or the future? (Why?)

Thank you. That is the end of the test.

Test 2

Note: The material in Test 2 is suitable for use with groups of three students.

In the live test, there will be both an Assessor and an Interlocutor in the room.

The following rubrics use plural forms, where appropriate, although it is realised that a teacher may often be working with an individual student for practice sessions.

The visual material for **Test 2** appears on pages C5, C6, C7 and C9 of the Student's Book.

Part 1 (3 minutes, or 5 minutes for groups of three)

Interlocutor: Good morning (afternoon/evening). My name is ..... and this is my colleague, ...

And your names are ..... ?

Can I have your mark sheets, please?

Thank you.

First of all, we'd like to know a little about you.

Select one or two questions and ask candidates in turn, as appropriate.

- Where are you both/all from?
- What do you do here/there?
- How long have you been studying English?
- Apart from English, what other languages have you studied?

Now I'd like you to ask **each other** something about:

Select one or two prompts in any order, as appropriate.

- your first impressions of life in this country
- entertainment and leisure facilities in this area
- the advantages of learning a language in the country where it is spoken
- a change you would like to make to your life in the future

Ask candidates further questions in turn, as appropriate.

- What interesting events have happened in your life recently?
- How important do you think English is in your country?
- How would you feel about living abroad permanently?
- Who do you think has had the greatest influence on your life so far? (Why?)
- If you could meet somebody famous, who would you choose? (Why?)

Thank you.

Part 2 (4 minutes, or 6 minutes for groups of three)

Interlocutor: In this part of the test, I'm going to give each of you the chance to talk for about a minute and to comment briefly after you have both/all spoken.

You will each have a pair of pictures showing different situations in which being accurate is important.

(Candidate A), it's your turn first. Here are your pictures. Please let *(Candidate(s) B (and C))* see them.

Indicate the pictures on page C5 of the Students Book to candidates.

I'd like you to compare and contrast your pictures, saying how important it is for the people to be accurate in these situations, and what might happen if they were not.

Don't forget, you have about one minute for this.

Would you start now, please?

Candidate A: [*Approximately one minute.*]

Interlocutor: Thank you. Now, *(Candidate B)*, here are your pictures. Please let *(Candidate(s)* A *(and C))* see them.

Indicate the pictures on page C7 of the Student's Book to the candidate.

Remember to say how important it is for these people to be accurate, and what might happen if they were not.

Would you start now, please?

Candidate B: [*Approximately one minute.*]

Interlocutor: Thank you. Now, *(Candidate C)*, here are your pictures. Again, please let *(Candidates A and B)* see them.

Indicate the pictures on page C9 of the Student's Book to the candidates.

Remember to say how important it is for these people to be accurate, and what might happen if they were not.

Would you start now, please?

Candidate C: [*Approximately one minute.*]

Interlocutor: Thank you. Now, would you like to look at each other's pictures again, and say in which situation you think being accurate is the most important?

You have only a short time for this, so don't worry if I interrupt you.

Candidates A & B: [*Approximately one minute.*]

or

Candidates A, B & C: [*Approximately two minutes.*]

Interlocutor: Thank you.

Part 3 (4 minutes, or 6 minutes for groups of three)

Interlocutor: Now, I'd like you to discuss something between/among yourselves, but please speak so that we can hear you.

I'd like you to imagine that you are helping to design a T-shirt which will be sold to make people more aware of the environment. Here are some designs to consider for the T-shirt.

Indicate the materials on page C6 of the Student's Book to each candidate.

Talk to each other about these designs, saying how successful they might be in raising awareness of the environment, and then decide which design would be the most appropriate for the T-shirt.

You have about four minutes for this. / You have about six minutes for this.

Candidates A & B (& C): [*Approximately four minutes, or six minutes for groups of three.*]

Interlocutor: Thank you.

So, which design have you chosen?

Part 4 (4 minutes, or 6 minutes for groups of three)

Interlocutor: *Select any of the following questions, as appropriate:*

- What other ways are there of making people more aware of the environment?
- Who do you feel should be responsible for protecting the environment, the government or we as individuals? (Why?)
- Some people say it is too late to reverse the damage we have done to the environment. What's your opinion?
- What role does the countryside have in our lives nowadays?
- People often say: 'It's the simple things in life that make it worth living.' How far do you agree with this?

Thank you. That is the end of the test.

Test 3

Note: In the examination, there will be both an Assessor and an Interlocutor in the room.

The following rubrics use plural forms, where appropriate, although it is realised that a teacher may often be working with an individual student for practice sessions.

The visual material for **Test 3** appears on pages C8, C10 and C12 of the Student's Book.

Part 1 (3 minutes)

Interlocutor: Good morning (afternoon/evening). My name is ..... and this is my colleague, ...

And your names are?

Can I have your mark sheets, please?

Thank you.

First of all, we'd like to know a little about you.

Select one or two questions and ask candidates in turn, as appropriate.

- Where are you both/all from?
- What do you do here/there?
- How long have you been studying English?
- Apart from English, what other languages have you studied?

Now I'd like you to ask **each other** something about:

Select one or two prompts in any order, as appropriate.

- your first impressions of life in this country
- entertainment and leisure facilities in this area
- the advantages of learning a language in the country where it is spoken
- a change you would like to make to your life in the future

Ask candidates further questions in turn, as appropriate.

- What interesting events have happened in your life recently?
- How important do you think English is in your country?
- How would you feel about living abroad permanently?
- Who do you think has had the greatest influence on your life so far? (Why?)
- If you could meet somebody famous, who would you choose? (Why?)

Thank you.

Part 2 (4 minutes)

Interlocutor: In this part of the test, I'm going to give each of you the chance to talk for about a minute and to comment briefly after your partner has spoken.

First, you will each have the same set of pictures to look at. They show people with flowers in different situations.

Indicate the pictures on page C8 of the Student's Book to the candidates.

(Candidate A), it's your turn first. I'd like you to compare and contrast two or three of these situations, saying what significance the flowers might have for the people concerned.

Don't forget, you have about one minute for this.

All right? So, *(Candidate A)*, would you start now, please?

Candidate A: [*Approximately one minute.*]

Interlocutor: Thank you.

Now, *(Candidate B)*, can you tell us who you think has taken the most care choosing their flowers?

Candidate B: [*Approximately twenty seconds.*]

Interlocutor: Thank you.

Now, I'm going to give each of you another set of pictures to look at. They show people observing different things.

Indicate the pictures on page C10 of the Student's Book to the candidates.

Now, *(Candidate B)*, it's your turn. I'd like you to compare and contrast two or three of these pictures, saying what the people might be observing, and why.

Don't forget, you have about one minute for this.

All right? So, *(Candidate B)*, would you start now, please?

Candidate B: [*Approximately one minute.*]

Interlocutor: Thank you.

Now, *(Candidate A)*, can you tell us who you think is showing the most interest in what they are observing?

Candidate A: [*Approximately twenty seconds.*]

Interlocutor: Thank you.

Part 3 (4 minutes)

Interlocutor: Now, I'd like you to discuss something between/among yourselves, but please speak so that we can hear you.

I'd like you to imagine that an international organisation wants to encourage greater understanding between people of different cultures. Here are some ideas being considered.

Indicate the material on page C12 of the Student's Book to the candidates.

Talk to each other about how effective these ideas might be in encouraging understanding between different cultures, and then decide which two would be the most effective.

You have about four minutes for this.

Candidates A & B: [*Approximately four minutes.*]

Interlocutor: Thank you.

So, which two ideas would be the most effective?

Part 4 (4 minutes)

Interlocutor: *Select any of the following questions, as appropriate:*

- What can people learn by travelling to different countries?
- What can people do in their everyday lives to understand each other better?
- Some people say that people are the same the world over. What's your view?
- Do you think that in future our national characteristics will disappear? Why (not)?
- How important is it for people to learn different languages?

Thank you. That is the end of the test.

Test 4

Note: In the live test, there will be both an Assessor and an Interlocutor in the room.

The following rubrics use plural forms, where appropriate, although it is realised that a teacher may often be working with an individual student for practice sessions.

The visual material for **Test 4** appears on pages C11, C13, C14, C15 and C16 of the Student's Book.

Part 1 (3 minutes)

Interlocutor: Good morning (afternoon/evening). My name is ..... and this is my colleague, ...

And your names are?

Can I have your mark sheets, please?

Thank you.

First of all, we'd like to know a little about you.

Select one or two questions and ask candidates in turn, as appropriate.

- Where are you both/all from?
- What do you do here/there?
- How long have you been studying English?
- Apart from English, what other languages have you studied?

Now I'd like you to ask **each other** something about:

Select one or two prompts in any order, as appropriate.

- your first impressions of life in this country
- entertainment and leisure facilities in this area
- the advantages of learning a language in the country where it is spoken
- a change you would like to make to your life in the future

Ask candidates further questions in turn, as appropriate.

- What interesting events have happened in your life recently?
- How important do you think English is in your country?
- How would you feel about living abroad permanently?
- Who do you think has had the greatest influence on your life so far? (Why?)
- If you could meet somebody famous, who would you choose? (Why?)

Thank you.

Part 2 (4 minutes)

Interlocutor: In this part of the test, I'm going to give each of you the chance to talk for about a minute and to comment briefly after your partner has spoken.

First, you will each have the same set of pictures to look at, but your pictures are in a different order. They show people travelling around town. Please do not show your pictures to each other.

Indicate the pictures on page C11 to Candidate A and the pictures on page C13 to Candidate B.

(Candidate A), it's your turn first. I'd like you to describe two of these pictures, saying why the people might be travelling and how comfortable their journeys might be.

Don't forget, you have about one minute for this.

I'd like you, *(Candidate B)*, to listen carefully and tell us which **two** pictures have **not** been described.

All right? So, *(Candidate A)*, would you start now, please?

Candidate A: [*Approximately one minute.*]

Interlocutor: Thank you.

Now, *(Candidate B)*, can you tell us which two pictures *(Candidate A)* has not described?

Candidate B: [*Approximately twenty seconds.*]

Interlocutor: Thank you.

Now, I'm going to give each of you another set of pictures to look at. Again, they are the same pictures but in a different order. They show people and horses. Please do not show your pictures to each other.

Indicate the pictures on page C14 to Candidate A and the pictures on page C16 to Candidate B.

Now, *(Candidate B)*, it's your turn. I'd like you to describe two of these pictures, saying how important you think the horses might be to these people.

Don't forget, you have about one minute for this.

I'd like you, *(Candidate A)*, to listen carefully and tell us which **two** pictures have not been described.

All right? So, *(Candidate B)*, would you start now, please?

Candidate B: [*Approximately one minute.*]

Interlocutor: Thank you.

Now, *(Candidate A)*, can you tell us which two pictures *(Candidate B)* has not described?

Candidate A: [*Approximately twenty seconds.*]

Interlocutor: Thank you.

Part 3 (4 minutes)

Interlocutor: Now, I'd like you to discuss something between/among yourselves, but please speak so that we can hear you.

Here are some pictures showing when some famous events first took place.

Indicate the material on page C15 of the Student's Book to the candidates.

Talk to each other about the effect each of these events has had on the world we live in, and then decide which one has had the greatest influence on people's lives.

You have about four minutes for this.

Candidates A & B: [*Approximately four minutes.*]

Interlocutor: Thank you.

So, which event have you chosen?

Part 4 (4 minutes)

Interlocutor: *Select any of the following questions, as appropriate:*

- Which famous event would you like to have been involved in?
- How important is it to enjoy new experiences in life? Why?
- Some people say nothing can be achieved without effort. How far do you agree?
- What aspects of life today do you think will be remembered in the future?
- How do you think life will change during the twenty-first century?

Thank you. That is the end of the test.

Test 1 Key

Paper 1 Reading (1 hour 15 minutes)

Part 1

1 B 2 D 3 A 4 D 5 B 6 C 7 A 8 E 9 D
10 B 11 C 12 A 13 D 14 B

Part 2

15 C 16 H 17 A 18 E 19 D 20 G 21 F

Part 3

22 C 23 A 24 B 25 D 26 A 27 C 28 B

Part 4

29 C 30 C 31 A 32 D 33 C 34 A 35 B
36 A 37 D 38 B 39 C 40 B 41 A 42 C
43 B 44 C 45 C 46 A 47 A

Paper 2 Writing (2 hours)

Task-specific mark schemes

Part 1

Question 1

Content (points covered)
For a mark of 3 or above, the candidate's **report** must:
- assess the advantages and/or disadvantages of the 3 proposals
- recommend 1 company
- justify their recommendation.

Organisation and cohesion
Clearly organised into paragraphs.
Report format; headings would be an advantage. Acceptable to use letter format.

Range
Language of explanation, evaluation and justification.
Vocabulary relating to canteen services.

Register
Consistently formal or unmarked.

Target Reader
Would have a clear idea of which company was recommended and why.

Part 2

Question 2

Content (points covered)
For a mark of 3 or above, the candidate's **article** must:
- outline the impact of new technology on their lives
- comment on future changes
- explain how these changes may affect them.

Organisation and cohesion
Clearly organised into paragraphs. Early mention of topic(s).

Range
Vocabulary relating to technology, language of explanation and speculation.

Register
Appropriately unmarked, informal or formal.

Target reader
Would be informed about the impact of technology on the candidate's life.

Question 3

Content (points covered)
For a mark of 3 or above, the candidate's **competition entry** must:
- explain why they agree or disagree with the statement
- refer to work, contact with native speakers and travel.

Organisation and cohesion
Clearly organised into paragraphs.

Range
Language of explanation and description, vocabulary relating to language learning.

Register
Consistently unmarked, informal or formal.

Target reader
Would have a clear understanding of candidate's point of view and would consider the entry.

Question 4

Content (points covered)
For a mark of 3 or above, the candidate's **account** must:
- explain why the event took place
- describe what happened
- make clear its effect on the candidate.

Organisation and cohesion
Clear paragraphing.

Range
Language of description and evaluation.

Register
Consistently formal, unmarked or informal.

Target reader
Would be informed and would consider the account for publication.

Question 5

Content (points covered)
For a mark of 3 or above, the candidate's **review** must:
- name the book
- give a summary of the contents
- describe what they learnt from the book
- explain how it may help others.

Organisation and Cohesion
Clear paragraphing. Early mention of title of book.

Range
Language of description, evaluation and recommendation. Vocabulary relating to work.

Register
Consistently formal or unmarked.

Target reader
Would be informed.

Paper 3 English in Use (1 hour 30 minutes)

Part 1

1 C 2 C 3 D 4 A 5 A 6 B 7 A 8 D 9 B 10 A
11 B 12 D 13 C 14 A 15 B

Part 2

16 to 17 as 18 so 19 be 20 Despite 21 like 22 in
23 this 24 have/cause/produce 25 which/that 26 no 27 it
28 such 29 how/why 30 more

Part 3

31 Austrian 32 machine 33 box. Alexander 34 materials, which 35 led
36 necessary 37 electronically 38 ✓ 39 recently, the 40 ✓
41 however, there 42 ✓ 43 talkers 44 current 45 device's 46 ✓

Part 4 (one mark for each correct section)

47 compositions 48 emphasis 49 practical 50 input(s) 51 connection(s)
52 treatment(s) 53 literary 54 widened 55 arrangements 56 overseas
57 dramatically 58 solution 59 independence 60 absence 61 flexibility

Part 5

62 reduced/special/cheap(er)/low(er) 63 date from/are from/come from/originate from
64 valuable/expensive/precious/antique 65 prohibited from/prevented from
66 fragile/delicate 67 photography/photographing 68 available/on sale/for sale/sold
69 to deposit/to leave 70 when entering/before entering/on entering
71 accidentally/inadvertently/unwittingly 72 to protect/to prevent/to keep
73 by daylight/by sunlight/by light 74 essential/vital/necessary/very important

NB The mark scheme for Part 5 may be expanded with other appropriate answers.

Part 6

75 D 76 A 77 G 78 C 79 H 80 F

Paper 4 Listening (45 minutes approximately)

Part 1

1 freedom (and) achievement (*either order*) 2 adventure sports 3 mental preparation
4 icefall/ice fall(s)/ice falling/falling ice/falls of ice 5 luxuries
6 (some/unnecessary/her) perfume 7 toothbrush 8 melted snow/(drinking) water
9 shared excitement 10 On Top of the World

Part 2

11 engineering 12 industry 13 hospital radio
14 rejection(s) (letters)/letters of rejection 15 training (sessions)
16 three hours/3 hours 17 opening (the/his) mail/letters
18 content 19 music press/papers/newspapers/magazines

Part 3

20 C 21 C 22 D 23 D 24 A 25 C

Part 4

26 B 27 A 28 C 29 D 30 G 31 A 32 H 33 B 34 C
35 E

Transcript

This is the Cambridge Certificate in Advanced English Listening Test. Test One.

This paper requires you to listen to a selection of recorded material and answer the accompanying questions.

There are four parts to the test. You will hear Part Two ***once*** *only. All the other parts of the test will be heard twice.*

There will be a pause before each part to allow you to look through the questions, and other pauses to let you think about your answers. At the end of every pause, you will hear this sound.

tone

You should write your answers in the spaces provided on the ***question*** *paper. You will have* ***ten*** *minutes at the end to* ***transfer your answers to the separate answer sheet.***

There will now be a pause. You must ask any questions now as you will not be allowed to speak during the test.

[pause]

PART 1

Now open your question paper and look at Part One.

[pause]

You will hear a talk given by a woman who is a successful climber. For questions 1 to 10, complete the sentences. You will hear the recording twice. You now have 30 seconds to look at Part 1.

[pause]

tone

Climber: People often ask me when I was first bitten by the climbing bug. Well, it happened when, as a journalist, I accompanied an Anglo-American expedition on Everest's North East ridge in 1989. I went there with no intention other than to write about other people climbing the mountain. I wanted to see what made mountaineers tick, why they gave up jobs and left their families just to climb a hill! Over the

couple of months I spent with the expedition, I began to understand the sense of freedom and achievement of mountaineering and did lots of learning and exploration. I think they were the happiest two months of my life.

Over the next three and a half years I honed my newly-acquired climbing skills on various mountains all over the world. People say 'Weren't your family surprised by this new interest?' Well, they weren't, because I'd already done numerous other what people like to call 'adventure sports', like hang-gliding and scuba diving. Anyway, in 1993, my hobby got completely out of hand! I gave up my job, let out my flat and joined the British Everest Expedition. To prepare physically for it, I trained at my local gym. The mental preparation, however, was much more difficult. There were lots of things that frightened me about Everest. One of them was the icefall that you have to climb through. A friend asked if there was any way I could prepare myself for it. I thought: 'What can I do – put myself in a fridge and look at lumps of ice?'

Everest is certainly not a place for cowards, and it's also certainly not a place for life's luxuries. You don't carry anything that isn't necessary because weight multiplies at high altitudes. The first time I went to Everest, as a journalist, I carried my perfume all the way. I soon realised that it was unnecessary. You can forget baths and showers on a mountain as well. I didn't even take my toothbrush higher than 7,000 metres. It's not through uncleanliness or laziness that you don't wash, it's through sheer practicality. The only source of water is melted snow. To melt snow you need fuel and fuel is heavy, so you don't melt snow unless you're going to drink it.

The question I'm asked most often is, 'How did you feel when you reached the summit?' Well, I still get emotional when I think about it. It was fabulous because neither of the two sherpas with me had been to the top before either. There was this tremendous feeling of shared excitement.

Since then, I've gone on to climb a number of other summits and I plan to tackle Mount Fuji later this year. And of course I've got my new career in TV – as a presenter on 'Tomorrow's World'. I'm in demand on the lecturing circuit and my book about my ascent of Everest – *On Top of the World* – is a best-seller. So, that's my story. Now, does anybody have any questions?

[pause]

tone

Now you will hear the recording again.

[The recording is repeated.]

[pause]

That is the end of Part One.

[pause]

PART 2

Part Two

You will hear a radio music presenter talking about his job. For questions 11 to 19, complete the sentences. Listen very carefully as you will hear the recording ONCE only. You now have 45 seconds to look at Part 2.

[pause]

tone

Presenter: I'd always wanted to work in radio but at first I didn't imagine it as a full-time career. After I got my engineering degree at university, I decided to go into industry. I think the experience gained outside radio has been to my advantage, so I have no regrets about doing engineering, or about working for a short time in industry. And during that period, I got my first taste of broadcasting, working for a hospital radio station.

The work was excellent training. I decided I wanted to become a music presenter professionally while I was doing that, and sent out hundreds of letters and audition tapes, which were all met with rejection. My advice to anyone trying to get into radio is to 'keep at it'. There are bound to be moments of despair as the rejection letters pour in, but determination is the only way to succeed. Competition for music presenters' jobs is extremely tough – there are thousands of would-be disc jockeys around the country.

Anyway, eventually one station offered me a series of training sessions. As a result of these training sessions, I landed myself a part-time job on an overnight programme. Then I was offered some holiday relief work, which I managed to fit in with my holiday from my full-time job. A few months later I was offered a full-time presenter's job, which I took.

There's no such thing as a typical day in radio. My schedule depends on how many programmes I'm responsible for in any one week. Generally, I have a three-hour afternoon programme six days a week. I usually arrive at 9.30 and spend the first hour opening mail – I get a lot of mail and I have to make arrangements for it to be answered. Then I concentrate on the content of that afternoon's programme. When I've decided on the content, I plan the running order. After lunch, I usually spend the time before going on air scanning the music press – I often find interesting stories I can use on the programme in the music press. Sometimes in this period before my programme begins I record advertisements for the station. My programme runs from 3 pm till 6 pm. When it's all over, I clear away the records and usually set off home by 6.30 pm.

[pause]

That is the end of Part Two.

[pause]

PART 3

Part Three

You will hear part of an interview with someone who founded a magazine. For questions 20 to 25, choose the correct answer A, B, C or D. You will hear the recording twice. You now have one minute to look at Part Three.

[pause]

tone

Interviewer: ... OK, welcome back to the programme. Well, for the hundred thousand or more people in London who buy every issue, *Time Out* is an invaluable guide to what's going on in the city. In its lists they can find everything from films, plays, concerts and night clubs to exhibitions, sports, opera, dance and special events. And I'm talking now to Tony Elliott, the man who started it all, back in 1968. Tony, what gave you the idea?

Tony Elliott: Well, back then it was very hard to find out about those things. There were magazines, there was a magazine called *What's On*, which was a weekly, which

is still around, rather, kind of, conventional in its approach, and you could look in the evening paper or you could look in the music press, um, to get information, but nothing covered everything all in one place. Um, so I perceived there was a gap and I suppose to some extent I just produced a magazine for myself, and it turned out a lot of other people wanted the same thing.

Interviewer: At first, the magazine was just a sheet sold hand to hand in the street, wasn't it?

Tony Elliott: Well, I started with a few like-minded people and we did actually put it into newsagents – people do seem to think we started as a bunch of idealistic amateurs, but I have to say that I think we were actually pretty professional from day one. It was coming out every three weeks so I'd spend three or four days actually going round something like 300 newsagents. The selling in the street was partly to do with getting copies sold so that we actually had some cash but it also had this kind of in-built market research thing where you'd show people what you were doing and they'd go 'Oh really' and a lot of people said, 'Oh, that's a modern *What's On*, that's what we've been looking for.'

Interviewer: So, did you have any publishing experience before this?

Tony Elliott: Mmm, I did a regular column for a magazine at university which was quite serious. It used to do single themes per issue, like provincial theatre or education or racialism, and then when I took it over I promptly changed it into being a kind of contemporary arts magazine. We did interviews with artists, rock stars, writers, people like that.

Interviewer: Were you still at university when you started *Time Out*?

Tony Elliott: Yeah, technically I was actually on holiday for the summer vacation, and as far as the university was concerned I was supposed to be going to France to teach. I think I'd told them I would do, because, you know, you go away for a term or a year if you're studying French, and um, then I just started doing the magazine.

Interviewer: And, er, didn't go back.

Tony Elliott: Yes, well there was a point when I suddenly realised that I was doing what I wanted to do.

Interviewer: So it soon took off, didn't it? I mean it was monthly first and then it went weekly, didn't it, in a very short time?

Tony Elliott: Well, it started monthly and then we went three-weekly – for some reason that was the highest frequency we could do. Then we went fortnightly, which is quite a valid frequency for publication, and then inevitably we went weekly – stimulated, I have to say, by the threat of some competition from some people who were starting a similar publication.

Interviewer: Oh, yes, I was going to say, someone else must have spotted the gap, I mean you identified it, but there must have been big publishing houses who thought, 'Hang on, we can have some of this too'.

Tony Elliott: I think the truth is nobody really realised what the significance of the magazine was, 'cos in a sense it started very tiny, very small, and then built up and built up and a lot of publishers and a lot of advertisers also were very, um, dismissive of our readers. I mean, still, even today, you get occasional accusations like 'It's not a particularly significant readership' and 'A lot of students read it, don't they?' and things like that. People just didn't realise that, um, that we were creating a readership that was very significant.

Interviewer: The readership's grown up with you as well, hasn't it? A lot of people I imagine who were buying it as students in the Sixties are now buying it as parents of teenage children these days.

Tony Elliott: That would imply our readership's now older, which isn't the case. And although the numbers have expanded, well it's true that there are more people over 35 buying it than there were when it started, the readership hasn't really changed, it's still basically intelligent young people who do things.

Interviewer: OK, well, we'll take a quick break now and then I'll be back to talk to Tony some more ...

[pause]

tone

Now you will hear the recording again.

[The recording is repeated.]

[pause]

That is the end of Part Three.

[pause]

PART 4

Now look at the fourth and last part of the test. Part 4 consists of two tasks.

You will hear five short extracts in which different people are talking about things that have recently happened at work. Look at Task One. For questions 26 to 30, match the extracts with the situations, listed A to H. Now look at Task Two. For questions 31 to 35, match the extracts with the feeling each speaker expresses, listed A to H.

You will hear the recording twice. While you listen you must complete both tasks. You now have 40 seconds in which to look at Part 4.

[pause]

tone

Speaker One: So the Head of Department called me in and launched into this long speech about how my messing up the arrangements for his meeting had created all sorts of trouble for him. While he was going on about it, I glanced at the bit of paper in front of him and I saw the signature and I realised it hadn't been me. I knew it wasn't like me anyway, I mean, I get things wrong but only trivial things. It's going to be hilarious when he realises what a fool he's made of himself. I doubt I'll be able to keep a straight face.

Speaker Two: Yeah, I was busy and the Area Manager turned up. Well, I wasn't exactly thrilled to see him, it's hardly ever good news. Anyway, he wanted me to start on some other project. I'd been warned that was coming so I didn't have much trouble coming up with reasons for turning it down. He said I'd regret it later but I said I didn't think so, and he left it at that. The thing is, after all these years with the firm, all I get asked to do are the things no-one else fancies. It's really got me down – I joined with such high hopes and now I'm so disheartened, it's such a shame.

Speaker Three: The ridiculous thing is, I'd always known she couldn't be trusted, but it's in my nature, I guess, to speak my mind. Still, I shouldn't have confided in her what I really thought of the job. It's just that when she asked me, it caught me unawares. It's got me into a lot of trouble now, because of course she's spread it round everyone else. I should just laugh it off, but that's easier said than done. She'd

better not come near me for a while, the way I feel I'd give her a piece of my mind. It infuriates me when people do that kind of thing.

Speaker Four: Jack came to my office today – we used to get on really well till they moved him upstairs and I hardly see him now – and he said, 'Hey, there's an opening in our office now. I've fixed it so you can have it.' Well, I didn't know what to say, it came right out of the blue. I mean, he's always done me favours and been kind to me but I can't think of anything worse than working there. So I feel awful about letting him down after all he's done for me, but I'm going to turn it down because it's my career, isn't it?

Speaker Five: Well, I tried to be my usual tactful self but he took offence. 'So you can't bear to come on this trip with me?' he asked and I said, 'It's not that, it's just that I've been to so many conferences lately, I want a break from them'. And he said, 'But this is the most important of the lot, don't be so stupid'. If I'd reacted to that, we'd have had an enormous row, so I didn't bother. That's the sort of thing that tends to happen with him. He's either all over you or he can't stand you. That's just the way it is – I won't let it bother me, what would be the point? There's nothing I can do about it.

[pause]

tone

Now you will hear the recording again. Remember you must complete both tasks.

[The recording is repeated.]

[pause]

That is the end of Part Four. There will now be a ten-minute pause to allow you to ***transfer your answers to the separate answer sheet.*** *Be sure to follow the numbering of all the questions. The question papers and answer sheets will then be collected by your supervisor.*

[Teacher, pause the tape here for ten minutes. Remind your students when they have one minute left.]

That is the end of the test.

Test 2 Key

Paper 1 Reading (1 hour 15 minutes)

Part 1

1 C/D 2 C/D 3 D 4 E 5 A 6 B 7 A 8 A/C 9 A/C
10 B/E 11 B/E 12 D 13 A 14 A/C 15 A/C 16 B

Part 2

17 D 18 A 19 G 20 E 21 B 22 C

Part 3

23 C 24 A 25 C 26 B 27 C 28 A 29 D

Part 4

30 A 31 E 32 A 33 D 34 B 35 F
36 D 37 A/B 38 A/B 39 A 40 D 41 F 42 B/C
43 B/C 44 F 45 D

Paper 2 Writing (2 hours)

Task-specific mark schemes

Part 1

Question 1

Content (points covered)
For Band 3 or above, the candidate's **letter** must:

- refer to newspaper article
- give a brief apology to local residents
- provide some information about college open day
- invite/persuade people to attend.

Organisation and cohesion
Letter layout with appropriate opening and closing formulae.

Range
Language of apology and persuasion.

Register
Consistently formal or unmarked.

Target reader
Would be informed about the college and consider printing the letter in the newspaper.

Part 2

Question 2

Content (points covered)
For Band 3 or above, the candidate's **proposal** must:
- give a reason for starting the magazine
- suggest some contents for first issue
- state what support and/or financial help is needed.

Organisation and cohesion
Clearly organised into sections/paragraphs. Letter/memo format acceptable.

Range
Vocabulary relating to magazines/writing.
Language of persuasion, explanation and justification.

Register
Consistently unmarked or formal.

Target reader
Would be informed about the reasons why a magazine was needed and consider supporting the idea.

Question 3

Content (points covered)
For Band 3 or above, the candidate's **competition entry** must describe benefits of:
- travelling alone
- travelling with friends
- travelling with family.

Organisation and cohesion
Clearly organised into paragraphs.

Range
Vocabulary relating to travel. Language of evaluation and assessment.

Register
Any, as long as consistent.

Target reader
Would consider the entry.

Question 4

Content (points covered)
For Band 3 or above, the candidate's **report** must refer to:
- measures being taken
- their success
- what more could be done with reference to their region.

Organisation and cohesion
Clearly organised in paragraphs. Use of headings desirable.

Range
Vocabulary relating to energy and natural resources. Language of evaluation and recommendation.

Register
Consistently formal or unmarked.

Target reader
Would be informed of the measures in place and future requirements.

Question 5

Content (points covered)
For Band 3 or above, the candidate's **character reference** must:
- indicate the length of time and in what capacity he/she has worked with applicant
- comment on applicant's business skills and experience
- mention some additional relevant personal qualities.

Organisation and cohesion
Clear layout and organisation with appropriate paragraphing. Letter/memo format acceptable.

Range
Language of business relationships. Marketing terms. Character description.

Register
Consistently formal or unmarked.

Target reader
Would be informed about the candidate.

Paper 3 English in Use (1 hour 30 minutes)

Part 1

1 C 2 B 3 B 4 D 5 A 6 B 7 D 8 B 9 D
10 A 11 B 12 C 13 C 14 A 15 C

Part 2

16 same 17 an 18 in 19 This/That/It 20 would/could/might/may/must
21 so 22 or 23 there 24 rather/sooner 25 of 26 since 27 before
28 from 29 for/to/in 30 if

Part 3

31 only 32 then 33 been 34 ✓ 35 up 36 both 37 ✓ 38 had
39 ✓ 40 being 41 as 42 out 43 ✓ 44 of 45 itself
46 therefore

Part 4

47 freshness 48 simplicity 49 creative 50 ensure 51 numerous
52 delightful 53 varieties/variety 54 validated 55 requirements
56 prospective 57 successfully 58 choice 59 lecturers 60 daily
61 financially

Part 5

62 decision(s) 63 decorate/redecorate/renovate/refurbish 64 start date/starting date
65 calculated/estimated/predicted/told us/informed us 66 unavoidable/inevitable
67 progress/hand 68 apologize for 69 slightest/smallest 70 welcome/appreciate
71 doubt/doubts/fears 72 surroundings/conditions/work(ing) conditions
73 opinion(s)/suggestion(s)/idea(s)/preference(s) 74 hesitate to

NB The mark scheme for Part 5 may be expanded with other appropriate answers.

Part 6

75 H 76 G 77 B 78 F 79 D 80 C

Paper 4 Listening (45 minutes approximately)

Part 1

1 wall 2 79/seventy-nine 3 establish their position 4 treasure
5 exciting discoveries 6 a/every year 7 history of the site/site history
8 life in the town 9 dangerous walls/keep children off walls

Part 2

10 two/2 years/other year/second year 11 mixed voice
12 (an/the/their) application form 13 March to/–May 14 semi (-) final(s)
15 sing better/perform better/do better/(are) not put off 16 music stand
17 (new) equipment (for the choir)

Part 3

18 more flexibility **19** competitive **20** well-designed/planned/organised
21 (a lot of) surveys **22** work at/from home/stay at home
23 socialising/socializing **24** life skills **25** friends/friendships

Part 4

26 G **27** A **28** E **29** D **30** C **31** D **32** A **33** C
34 F **35** H

Transcript

This is the Cambridge Certificate in Advanced English Listening Test. Test Two.

This paper requires you to listen to a selection of recorded material and answer the accompanying questions.

There are four parts to the test. You will hear Part Two ***once*** *only. All the other parts of the test will be heard twice.*

There will be a pause before each part to allow you to look through the questions, and other pauses to let you think about your answers. At the end of every pause, you will hear this sound.

tone

You should write your answers in the spaces provided on the ***question*** *paper. You will have* ***ten*** *minutes at the end to* ***transfer your answers to the separate answer sheet.***

There will now be a pause. You must ask any questions now as you will not be allowed to speak during the test.

[pause]

PART 1

Now open your question paper and look at Part One.

[pause]

You will hear a guide speaking to tourists who are visiting some Roman remains. For questions 1 to 9, complete the sentences. You will hear the recording twice. You now have 30 seconds to look at Part 1.

[pause]

tone

Guide: Good morning and welcome to this morning's guided tour of the Roman remains in the area. We'll start our day by visiting the garrison town of Corbridge – then, this afternoon, we'll be visiting part of the wall which the Romans built to keep their enemies out of the country. The part we're going to visit is remarkably well-preserved and it's easy to imagine what it must have been like all those years ago!

The Romans actually arrived in this country in the earlier part of the first century AD, but it wasn't until the year 79 that they came to the Corbridge area. They built

a series of forts and strongholds so that they could establish their position in the whole region.

What you're going to see this morning are the results of excavations which've taken place fairly recently. The first early archaeological dig was as far back as 1201 and then, believe it or not, they were looking for treasure. Unfortunately, (or perhaps fortunately for us!), nothing interesting was found, so they abandoned the site and it wasn't until the early nineteenth century that another, and much more ambitious, excavation was carried out.

The result was a number of exciting discoveries. And in the mid-nineteenth century, they discovered part of a Roman bridge and other structures, including the baths and other dwellings in the town. More recently, in fact every year since 1934, digs have taken place. These have resulted in the discovery of a large collection of sculpture, coins, pottery and small objects; and some of these have become very famous indeed. Most of them are now housed in the site museum, which we'll be visiting before we visit the site itself. Unfortunately, for security reasons, some have had to be taken to the city museum, which you'll find is about 15 miles away.

As you can see from this map, the site museum's laid out in a circle. The first half concentrates on the history of the site, and each section deals with er ... well, a separate period of the site's history. You'll also find display cases of objects which would've been in use at the time. In the second half of the museum, each section's related to a particular aspect of life in the town, such as trade, domestic life and religious observance.

After visiting the museum we'll be walking round the site, and we would ask you please, to pay particular attention to any loose stones lying around the site. And keep children off the walls, as these can be extremely dangerous. At the end of the tour we'll be paying a visit to the gift shop and café, which you probably saw as you came in – near the site entrance and the car park.

Now, if you've left hats and sunglasses in the coach, I'd advise you to go and retrieve them now as the coach'll be locked for the next few hours and the sun's very hot today.

[pause]

tone

Now you will hear the recording again.

[The recording is repeated.]

[pause]

That is the end of Part One.

[pause]

PART 2

Part Two

You will hear part of a radio programme in which someone is talking about a competition for choirs, or groups of singers. For questions 10 to 17, fill in the missing information. Listen very carefully as you will hear the recording ONCE only. You now have 45 seconds to look at Part 2.

[pause]

tone

Interviewer: Kathy Lyle is Competition Manager for the Choir of the Year competition and she's in the studio with me now. Hi, Kathy.

Kathy Lyle: Hello there.

Interviewer: Is this something you get involved with annually then?

Kathy Lyle: Well, actually, it's a biennial competition. The first competition was in 1984 and they've been running every second year since then.

There's actually four titles to be won. There's a title for each category, and we've got three categories: Youth Choirs, where the majority of the members are aged 16 or below; Mixed Voice Choirs whose members may have soprano, bass, tenor, any kind of voice; and then we've got the third category which is a Single Voice category, either for men's or women's voices. Then we have the champion of champions. One choir out of the three will be Choir of the Year.

The closing date is 22nd January so there's still time to get an application in. You don't need to send in a tape or anything like that, just an application form. Get the form back to me and provided the choir meets our requirements, being amateur is the main one, we'll give them an audition – a chance to show what they can do.

In the audition period that runs from March to May, we go all over the country and, obviously, our primary concern is finding top-quality choral music. We'll be touring the country from March onwards, auditioning the choirs that have applied and whittling it down to eight choirs in each category for the televised finals at the end of May.

For anyone who's worried about TV coverage, that only comes in from the semi-final stage of the competition onwards. All that happens is the choirs go out and do their stuff, and the cameramen move silently and smoothly around them, getting the best shots and really it adds a little to the occasion, but it doesn't tend to put people off, in fact it usually helps them perform better.

As for prizes, each of the category-winning choirs will receive a very nice, specially made music stand. So every time they look at the conductor in future, they'll be reminded of their success in the competition. In addition to that, the overall winner will receive a further £1000 with which to buy new equipment for the choir. So, there's quite a lot to sing for, and something new for the choir in the future as well.

Interviewer: Kathy, it all sounds really exciting. Now if anyone out there sings in a choir and would like ...

[pause]

That is the end of Part Two.

[pause]

PART 3

Part Three

You will hear a radio discussion about an office practice called 'hot desking'. For questions 18 to 25, complete the sentences. You will hear the recording twice. You now have one minute to look at Part 3.

[pause]

tone

Interviewer: No more personal space, no papers strewn around, no more half-empty coffee cups or pictures of the kids. The modern office has embraced the concept of 'hot desking'. Hot desking means no regular desk to call your own, just a locker for your things and a rush each morning to claim your desk for the day. I have with me, Peter Potter, hot desker himself in a large multinational company and Lois Coleshill, a Personnel Officer who's distinctly lukewarm about the idea. Peter, tell us how it works.

Peter: Well, we share a space, in our little group, where we're able to plug in our portable computers; we have telephones with code numbers so that we can have our calls redirected to whichever desk we happen to be at, and it allows us to work in a very flexible way. We can decide where we wish to work on any particular day and take our work with us.

Interviewer: And Lois, why do you think this wouldn't work?

Lois: I have a lot of concerns about what hot desking would actually mean for many people. For example, in a lot of companies with hot desking, it becomes very competitive about who gets the best desks. Our experience is that it's the people, for example, who are best able to leave home early in the morning who grab the best desk.

Peter: I mean, who cares? It isn't really a matter of whether you get the best desk or not. I mean, there are many more important things at stake in a busy office than that. A well-designed office shouldn't have a best desk in any case. There's no reason why they shouldn't all be the same.

Lois: Well, I'm sorry, people care terribly. One of the things, I mean, I've done quite a lot of surveys, asking people about what they want from work, and they've shown that things about the work environment, things like who you sit next to at work, or is it by the window, is it noisy and all those things are tremendously important to workers.

Interviewer: Doesn't that present you with a problem, Peter, that it goes against those feelings?

Peter: I think our experience is that the advantage it gives people is that it enables them to plan their day in such a way that actually being in the office becomes largely immaterial. For example, if I need to stay at home for a morning, I'm able to plug into the computer network from home, I don't need to go into the office at all.

Interviewer: So, isn't Peter talking about something that gives people greater freedom?

Lois: That's fine if you're talking about what Peter's talking about, which is people who have portable computers and can work from home, but a lot of companies that talk about hot desking aren't companies like that, they're companies where you have to be in the office. One of the things that's leading to a lot of job insecurity now amongst people is the extent to which we have lost the socialising role of the workplace. Workers are becoming more isolated and that's quite worrying.

Peter: I think that's a view I have to echo; we still have to ensure that we build office environments in which people can fully socialise and feel a full part of. We have a team area for that reason, and people do keep their personal things there.

Lois: I'm still very unconvinced by hot desking. I mean the whole way in which work is becoming much more flexible and less collective is actually quite a concern because for many young people the workplace has been where people go to learn how to deal with other people, learn life skills, as opposed to work skills, especially as people seem to be working longer and longer hours and work takes up more of their lives. I think it's terribly sad if the workplace is becoming dehumanised; it's a real worry for me.

Peter: Well, I think you're probably overstating the case rather there, actually. Hot desking is about the efficient organisation of space and time; there's no reason why it should lead people to be less sociable. It certainly hasn't in our office. You get to sit next to different people, rather than the same person all the time, so you get to make new friends.

Lois: But it's the loss of security that upsets people, it's the not knowing how things are going to be, or where you're going to end up each day. People do find it very upsetting.

Peter: I think it probably just depends on the person then, because none of us feels that.

Lois: I think we must inhabit very different worlds actually.

Interviewer: Lois, Peter, I'm afraid that's all we have time for today.

[pause]

tone

Now you will hear the recording again.

[The recording is repeated.]

[pause]

That is the end of Part Three.

[pause]

PART 4

Now look at the fourth and last part of the test. Part 4 consists of two tasks.

You will hear five short extracts in which different people are talking about weekend activities. Look at Task One. For questions 26 to 30, match the extracts with the different activities, listed A to H. Now look at Task Two. For questions 31 to 35, match the extracts with the opinion each speaker expresses about the activity, listed A to H.

You will hear the recording twice. While you listen you must complete both tasks. You now have 40 seconds in which to look at Part 4.

[pause]

tone

Speaker 1: Well, we got there late unfortunately. The problem was that Dave couldn't find a parking space anywhere. We drove around for ages. I don't think we realised just how popular it was going to be. We nearly didn't bother you know. Last month's was such a disappointment – there wasn't much to see and not many people turned up. But this time it was the complete opposite. There were all kinds of food, a huge fish section, clothes, miscellaneous stalls with goodness knows what. Apart from it being almost impossible to make progress past the stalls we quite enjoyed it.

Speaker 2: Yes, Pete and I go quite regularly now. He wasn't too keen to begin with but over the last few months we've both got completely hooked. However, we were a bit unlucky last weekend. We were expecting great things and we'd been looking forward to it for ages. This was going to be the big one. We set off early, got the gear ready the night before, but after a couple of hours the weather set in. Couldn't see a thing. The visibility was down to about ten metres. There was no way we were going to reach the summit so we just had to abandon it. Discovered we'd lost one of our ropes when we got back home, just to cap it all.

Speaker 3: I haven't been for ages. It was a real treat for me. Of course, before I was married I used to go several times a year, but I don't think I've been now since nineteen ninety-four. It's not that my wife objects to it, it's just, well, I don't know. I suppose I feel a bit guilty going off at the weekend. But it's good fun – I love seeing all the big names. Mind you, not a lot happened. Nothing to clap or cheer about, but it didn't seem to matter. It was just being there, encouraging the players and despairing when they got it all wrong.

Speaker 4: We felt it was a good opportunity to celebrate. Occasions like this don't happen every day and everyone was in a good mood so we thought why not? The thing is we wanted it to be different, something that we'd always remember, something to round off a perfect day. Jamie had heard about this interesting place by the harbour where you sat on cushions and you prepared your own dishes. It sounded different so we set off for there. When we arrived the manager had already heard about our success and even though he was busy, he still managed to find plenty of room for us all.

Speaker 5: I was on my own at the weekend and I suppose I was a bit restless. You know, I've been working hard recently. I needed to get out in the fresh air and so I just headed off into the country. It was great – a beautiful day. It reminded me of when my father used to take me fishing. Well – I fancied a quick dip and so, as no-one was around, I just stripped off and plunged in. It was marvellous, but I got a bit over ambitious. Before I knew it, I was more than a mile out. It took me a very long time to get back and when I reached the shore again I lay in the sun for ages to get my breath back.

[pause]

tone

Now you will hear the recording again. Remember you must complete both tasks.

[The recording is repeated.]

[pause]

That is the end of Part Four. There will now be a ten-minute pause to allow you to ***transfer your answers to the separate answer sheet.*** *Be sure to follow the numbering of all the questions. The question papers and answer sheets will then be collected by your supervisor.*

[Teacher, pause the tape here for ten minutes. Remind your students when they have one minute left.]

That is the end of the test.

Test 3 Key

Paper 1 Reading (1 hour 15 minutes)

Part 1

1 C 2 B 3 A 4 C 5 B 6 C 7 D 8 A 9 A
10 D 11 B 12 C 13 A 14 D 15 C 16 A

Part 2

17 D 18 G 19 F 20 A 21 B 22 E

Part 3

23 D 24 B 25 B 26 C 27 B 28 A 29 A

Part 4

30 E 31 B 32 E 33 A 34 A/D 35 A/D 36 E 37 C/D
38 C/D 39 A 40 C/D 41 C/D 42 E 43 D 44 B/C 45 B/C
46 B 47 E 48 B

Paper 2 Writing (2 hours)

Task-specific mark schemes

Part 1

Question 1

Content (points covered)
For Band 3 or above, the candidate's letter to the Principal must:
- comment on his/her plans for changes to the sports centre
- offer the student committee's suggestions.

Agreement or disagreement with the plan is acceptable.

Organisation and cohesion
Letter layout with appropriate opening and closing formulae.
Clear organisation with appropriate paragraphing.
Memo format acceptable.

Range
Language of evaluation/comparison, explanation, agreement/disagreement.

Register
Consistently formal or unmarked.

Target reader
Would be informed of the student committee's views.

Part 2

Question 2

Content (points covered)
For Band 3 or above, the candidate's **article** must:
- name a representative of their country. (Fictional/legendary character would be acceptable.)
- explain why s/he attracts attention
- give an opinion about the person's image.

Organisation and cohesion
Clear organisation with appropriate paragraphing.

Range
Language of description, opinion.

Register
Any, as long as consistent.

Target reader
Would know who the representative was and why they were famous.

Question 3

Content (points covered)
For Band 3 or above, the candidate's **leaflet** must:
- describe a minimum of 2 ways of learning English independently.

Organisation and cohesion
Clear sections/paragraphs.
Coherent and cohesive explanation. Headings would be an advantage.

Range
Vocabulary related to language learning. Expressions of advice/recommendation.

Register
Any, as long as consistent.

Target reader
Would be informed about ways of learning English independently.

Question 4

Content (points covered)
For Band 3 or above, the candidate's **report** must:
- describe changes in attitude to at least 2 jobs/employment in general
- explain the reason for these changes in attitude
- predict possible future changes.

Organisation and cohesion
Report format. Headings an advantage. Clearly organised into paragraphs. Memo format acceptable.

Range
Vocabulary associated with work. Language of evaluation.

Register
Consistently formal or unmarked.

Target reader
Would be informed.

Question 5

Content (points covered)
For Band 3 or above, the candidate's **proposal** must:
- suggest which staff/group of staff should be re-deployed
- explain the sort of re-training needed
- state how long the re-training will take
- describe the benefits to the company/department.

Organisation and cohesion
Clear organisation with appropriate paragraphing. Memo format acceptable.

Range
Vocabulary related to business. Language of suggestion/recommendation.

Register
Consistently formal or unmarked.

Target reader
Would be informed of staffing and training needs in the company/department.

Paper 3 English in Use (1 hour 30 minutes)

Part 1

1 C 2 B 3 A 4 B 5 C 6 B 7 D 8 C 9 A
10 D 11 B 12 B 13 D 14 C 15 A

Part 2

16 where 17 this 18 whose 19 them/these 20 which/and
21 becoming/getting 22 despite 23 everything/anything/whatever
24 for 25 addition 26 all/half 27 One 28 off/from/on 29 with
30 themselves

Part 3

31 friend 32 ✓ 33 disguised 34 ✓ 35 Their 36 factors
37 desirable. Heinz 38 another 39 ketchup, 40 ✓ 41 huge
42 business 43 ✓ 44 its 45 through 46 tradesmen's

Part 4

47 universal 48 amazingly 49 hopeful/hopeless 50 countless 51 ability
52 insufficient 53 basics 54 foundation 55 applicant 56 effectiveness
57 management/managerial 58 leadership 59 extensively 60 substantial
61 efficiency

Part 5

62 responsibility/any responsibility/any blame 63 hand in/drop off/leave
64 out/not there/not available/not around 65 letters/packages/envelopes
66 not free/extra 67 hungry/thirsty/peckish 68 clothes/things:
cleaned/washed/pressed/ironed/dried 69 get them/get it/have them/have it
70 you leave/you go 71 bags/suitcases/belongings 72 unless you
73 paying 74 one week/a week

NB The mark scheme for Part 5 may be expanded with other appropriate answers.

Part 6

75 D 76 I 77 E 78 A 79 G 80 F

Paper 4 Listening (45 minutes approximately)

Part 1

1 easy to produce/easily produced/produced easily/produced with ease
2 high speed(s) 3 harm 4 smooth (to the) (touch)/smooth (to touch)
5 lie flat/do not curl up/don't curl up/are flat/stay flat/are kept flat 6 neutral
7 limited issues/limited editions/limited runs 8 variation(s)/difference(s)/
change(s)/discrepancy/ies/flaw(s)/defect(s)/deficiency/ies

Part 2

9 accountant 10 health clubs 11 total living 12 (writing) a book
13 (physical) exercise(s) 14 sun/sunshine 15 a (slimming) diet/(slimming) diets

Part 3

16 C 17 C 18 B 19 D 20 A 21 B 22 B

Part 4

23 B 24 B 25 B 26 C 27 B 28 A 29 C 30 C 31 A
32 B

Transcript

This is the Cambridge Certificate in Advanced English Listening Test. Test Three.

This paper requires you to listen to a selection of recorded material and answer the accompanying questions.

There are four parts to the test. You will hear Part Two ***once*** *only. All the other parts of the test will be heard twice.*

There will be a pause before each part to allow you to look through the questions, and other pauses to let you think about your answers. At the end of every pause, you will hear this sound.

tone

You should write your answers in the spaces provided on the ***question*** *paper. You will have* ***ten*** *minutes at the end to* ***transfer your answers to the separate answer sheet.***

There will now be a pause. You must ask any questions now as you will not be allowed to speak during the test.

[pause]

PART 1

Now open your question paper and look at Part One.

[pause]

You will hear someone giving a radio talk about postage stamps. For questions 1 to 8, complete the sentences. You will hear the recording twice. You now have 30 seconds to look at Part 1.

[pause]

tone

Presenter: Now, when you stick a stamp on a letter, you probably don't give much thought as to how it was made. In actual fact, a highly developed technology and sophisticated production process goes into making stamps which are not, actually, easy to produce.

Let's think for a moment about what we expect of them. We want them to look nice, but we also want them to tear off along the perforations and not, annoyingly, across a corner. We expect the colour to stay on the stamp and not to come off on our fingers. We expect the glue to be strong, obviously, so that the stamp doesn't come off the letter and we want it to taste okay when licked.

The Post Office, of course, has its own criteria when producing stamps. They

have to withstand mechanised handling processes, which often involve letters moving at high speed – up to four metres per second. Added to this, they must be safe. The inks used should not harm Post Office workers or the public when handled in quantity and, of course, not run into one another and spoil the often intricate designs.

The actual production process all revolves around choice of paper which is smooth to the touch and looks glossy, and is capable of accepting the printing inks used. The stamps are often sold in sheets and need to lie flat, it would be very annoying for Post Office clerks and customers if they kept curling up. The Post Office is also keen to prevent us making our own stamps, as you might imagine. Forgery is made difficult by adding whiteners of the kind used in some washing powders, which are exactly specified and checked in ultra-violet light. They also have the effect of enhancing the whiteness and brightness of the paper.

It is also important that the paper has neutral acidity to ensure a shelf-life of at least twenty-five years, for the benefit of stamp collectors who, naturally, want the stamps to last. There could be as many as four million stamp collectors in Britain alone, which represents big business to the Post Office.

For many collectors, the value of a stamp is a question of its rarity and this has led to an increase in the number of special limited issues produced by the Post Office. This also means, however, that an accidental variation has great value. For this reason, the Post Office goes for a policy of strict quality control to ensure that, as far as possible, small variations in colour and printing do not occur.

Despite the communications revolution we are living through, the idea of the stamp lives on and, indeed, continues to be an object of fascination to millions of collectors around the world.

[pause]

tone

Now you will hear the recording again.

[The recording is repeated.]

[pause]

That is the end of Part One.

[pause]

PART 2

Part Two

You will hear an introduction to a radio phone-in programme about modern lifestyles. For questions 9 to 15, complete the sentences. Listen very carefully as you will hear the recording ONCE only. You now have 45 seconds to look at Part 2.

[pause]

tone

Speaker: Good afternoon and welcome to our programme 'Modern Lifestyles'. Regular listeners will remember the Health and Diet programme we broadcast earlier in the year featuring Ron Clarke, an Australian accountant turned record-breaking athlete.

Ron's now Managing Director of the five successful Cannons Health Clubs in London and he's a firm believer in being positive about life. His philosophy is that, in order to have a healthy and fulfilled life (which he obviously felt being an accountant, even in Australia, didn't offer him!), you have to enjoy everything you do. He advocates a healthy diet and exercise as a means of supporting one's work, family and social life.

With this in mind he devised the term 'Total Living'. It certainly stood him in good stead during his successful career as an athlete – and it's an obvious feature of the health clubs Ron runs in the city – but he believes it can help *everybody*. His latest venture's a book he's just written, also entitled 'Total Living', which isn't just another book of physical exercises, but a guide to how physical exercise can augment a timetable already filled with a pressurised job and a hectic social life. As the term 'Total Living' implies, we should see our lives as a *whole*, not in isolated compartments – and this means integrating all the different aspects of our lives. Ron thinks that too often we don't build in time for what we need most – in this case, physical exercise!

You may think that combining work, play and exercise sounds daunting, but Ron also argues very much against some current health trends; for example, assuring us that the sun is beneficial for our health and not the danger to our health and longevity which the anti-sun lobby would have us believe! And then, there's dieting. How many of you can honestly say you've never considered going on a diet? If you talk to Ron, he will insist that slimming diets should be avoided at all costs.

Well, we're fortunate to have Ron back in the studio with us today and he's going to answer some of your questions during the next half an hour or so but before ...

[pause]

That is the end of Part Two.

[pause]

PART 3

Part Three

You will hear an interview with an engineer called Roger Moffat, whose working life has changed dramatically over the last ten years. For questions 16 to 22, choose the correct answer A, B, C or D. You will hear the recording twice. You now have one minute to look at Part 3.

[pause]

tone

Interviewer: It seems only fitting that former construction engineer Roger Moffat should've used his redundancy money to change direction and break into Hollywood, creating special effects for film and television, for, by his own flamboyant admission, he's no conventional engineer, but a born performer who loves an audience.

Do you remember a certain car commercial in which the car was driven down the side of a skyscraper? The building façade and windows were built by Roger's

own company for a daring stunt whose trade secret he will not divulge. He also constructed sections of a bridge for the film *Mary Reilly*, which starred Julia Roberts and John Malkovich. So, Roger, how did it all start?

Roger Moffat: Well, about ten years ago I had a heart by-pass operation and, about the same time I was made redundant. I was feeling pretty low at the time, so I decided that the only thing to do was to take my working life into my own hands and set up my own business.

Interviewer: And what kind of success did you have in the early days?

Roger Moffat: You could say it was a bit like taking a roller coaster ride and wondering when you were going to come flying off at break-neck speed! Everything was a challenge: finance, production, marketing.

Interviewer: But that's all in the past, you're ... you're apparently much sought after now. I hear forthcoming film productions are queuing up for your services.

Roger Moffat: Some – yes. There's no doubt that we're certainly growing rapidly but we're still small, and I think it's probably important to remain that way. I've seen too many organisations just grow and grow and in the end they finish up over-reaching themselves – stretching themselves to the limit.

Interviewer: Do you have any regrets about the way things have gone? – About the way your life has taken a different turn?

Roger Moffat: To be honest, none at all. I feel that I've escaped being a slave to a regular income, from commuting, from having to justify my actions to everyone, from having to attend the office party, from having to book my holidays in advance – actually, I don't have any holidays at all at the moment, come to think of it. I'm too busy! But best of all, I've nothing to do with office politics!

Interviewer: Probably the biggest advantage of all! So, what's the secret of your meteoric rise?

Roger Moffat: Oh, I couldn't have done anything without the support of my wife, Lili, who's also my business partner, and there's our two daughters, of course, Natasha and Katia. They've all been wonderful.

Interviewer: So what kind of job did you start out doing?

Roger Moffat: I graduated in mechanical engineering and then spent about 20 years in industry. Then my job – I was the chief engineer in an air-conditioning firm – just disappeared overnight. Anyway, after that, I set up my own computer-aided system that makes really intricate architectural models.

Interviewer: And you also supply components for the aerospace industry, don't you?

Roger Moffat: We do, but I have to admit that it's the film work that really interests me most.

Interviewer: Do you worry about the future?

Roger Moffat: No more than anyone else. I mean, there's no job security anywhere these days, is there? Of course, it's a risk running your own company, but then you're equally as vulnerable staying employed. I decided it was safer to be in charge of my own show than to be a part of someone else's. Naturally, I've had problems. We had to sell the family house, the one I built myself. But, looking back, it all seems worth it. I was always infuriated by having to justify myself to people whom I didn't consider to be my intellectual superiors!

Interviewer: How would you describe yourself? What are your strengths, weaknesses?

Roger Moffat: I think I'm a bit of an oddball character really. I suppose you might say that I was a hard-headed romantic. I believe that an engineer has to invent ideas. You need to be very talented. You need to have a feeling for balance and form. You also need to feel you have status and that people value what you're doing.

I've always seen engineers as sort of visionaries, if you like. Engineering can give you great power, a position in the world and, if you don't look after your engineers, then you're in great danger of losing your prestige, your position. Engineering's still the 'workshop of the world' in every country. We've built superb ships, motorbikes, motorcars. Now we're entering a new phase with new challenges.

Interviewer: And what about the tools of your trade? How do you view those?

Roger Moffat: To me, mechanical things are magical: a motor car is a thrilling bit of science. The microchip is a masterpiece of theoretical design; machines of unbelievable complexity make them. But from my point of view, the most rewarding thing of all is that all these things are designed by engineers.

Interviewer: You certainly seem to have a passion for your profession. I think the mystique of the film world will be pretty safe in your hands. Thanks for coming to talk to us today, Roger.

[pause]

tone

Now you will hear the recording again.

[The recording is repeated.]

[pause]

That is the end of Part Three.

[pause]

PART 4

Now look at the fourth and last part of the test.
You will hear five short extracts in which different people give their views on what they like to read when they go on holiday. Each extract has two questions. For questions 23 to 32, choose the correct answer A, B or C.
You will hear the recording twice. You now have one minute to look at Part 4.

[pause]

tone

Speaker 1: I suppose it's a good idea to take something that is lightweight in volume, but it's even more important to take something lightweight in content as well. When as a callow student I was making my first trip to New York, I took some well-known classic of European literature with me because I wanted people on the plane to notice what a great fat intellectual book I had and to think that I was clever. It wasn't a very clever thing to do in fact, I only managed to read about five pages in all the eight hours it took to get there.

Speaker 2: I've always prided myself on being able to read in any vehicle, but the exception is aeroplanes. Something about them means I find it impossible to settle down. I remember somebody giving what I thought was an excellent tip about holiday reading, never take to the airport a book you haven't started already, because if you're delayed, you'll be so agitated you'll never get started on a new book, but an old favourite or something you're in the middle of enjoying and you'll be back into it straightaway. So, some familiar short stories, something well-written, are best for me.

Speaker 3: If you're English, a nice, sad nineteenth century romance is very useful if you're on holiday and you get attacked by homesickness because it conjures up dripping English autumn days perfectly. In fact, I first read some of the best bits of English literature when I was returning from a holiday abroad which had gone horribly wrong. I had got some terrible stomach bug and I was fainting at the railway station and so on. I started reading this book and it's such a very touching book that I had to put my sunglasses back on in the train to hide the floods of tears flooding down my cheeks.

Speaker 4: I always take something by this chap who's written a number of books about the criminal underworld of Boston, Massachusetts, which is hardly culturally or geographically a place that I know, but I find it fascinating.There's no doubt about it, if you compile, as I do, dictionaries of slang for a living, one is drawn inevitably not alas to the great classics, who are on the whole rather light on slang, but to someone like this fellow who has this amazing ability, far beyond quoting, of writing 20 or 40 pages of dialogue in almost incomprehensible slang which I have the most wonderful time going through. I find it very alluring.

Speaker 5: I'll be taking an author I've only recently come across from now on. She's an author who has recently been reprinted and I discovered her with absolute rapture and was delighted to read in a biographical note that she wrote 23 books and I've only read three of them! So that's 20 more for me to wander through over the next few years. I think her books are actually good for those who can't afford holidays because the experience of reading one of her books is, more than any other book I've come across, like going on holiday. The sparkle of intensity has a magical effect on you, it takes you out of yourself completely.

[pause]

tone

Now you will hear the recording again.

[The recording is repeated.]

[pause]

That is the end of Part Four. There will now be a ten-minute pause to allow you to ***transfer your answers to the separate answer sheet.*** *Be sure to follow the numbering of all the questions. The question papers and answer sheets will then be collected by your supervisor.*

[Teacher, pause the tape here for ten minutes. Remind your students when they have one minute left.]

That is the end of the test.

Test 4 Key

Paper 1 Reading (1 hour 15 minutes)

Part 1

1 F 2 A 3 C 4 E 5 A 6 E 7 D 8 B 9 F
10 B 11 C 12 C 13 D 14 E 15 E

Part 2

16 H 17 E 18 A 19 G 20 C 21 D 22 B

Part 3

23 A 24 D 25 B 26 C 27 B 28 A 29 D

Part 4

30 D 31 A 32 G 33 E 34 C 35 D 36 B 37 E
38 C/D 39 C/D 40 A 41 B 42 E 43 F 44 D 45 G
46 E 47 F

Paper 2 Writing (2 hours)

Task-specific mark schemes

Part 1

Question 1

Content (points covered)
For Band 3 or above, the candidate's **letter** must:
- give a clear statement of the reason for writing
- correct innacurate information in the article
- ask for an apology/some form of action.

Organisation and cohesion
Letter layout with appropriate opening and closing formulae.
Clear organisation with appropriate paragraphing.

Range
Language of complaint, contrast and contradiction.

Register
Consistently formal or unmarked.

Target Reader
Would be fully informed and would consider some action.

Part 1

Question 2

Content (points covered)
For Band 3 or above, the candidate's review must:
- describe and identify two games/series of games
- describe graphics/visuals
- discuss appeal of the games
- discuss value for money.

Organisation and cohesion
Clear organisation with appropriate paragraphing. Letter format acceptable.

Range
Language of description and evaluation. Vocabulary of games/computers.

Register
Any, as long as consistent.

Target reader
Would be informed about the two games.

Question 3

Content (points covered)
For Band 3 or above, the candidate's entry must:
- refer to a particular place and time (NB This could be the very recent or very distant past.)
- describe possible experiences
- explain reasons for this choice.

Organisation and cohesion
Clear paragraphing. May be article or narrative format.

Range
Language of description and evaluation. Vocabulary specific to the place and time.

Register
Any, as long as consistent.

Target reader
Would have a clear picture of the time and place described and understand the reasons for the choice.

Question 4

Content (points covered)
For a Band 3 or above, the candidate's article must:
- suggest how best to prepare for a driving test
- give advice about what readers should and/or should not do on the day itself.

Organisation and cohesion
Clear organisation with appropriate paragraphing.

Range
Language of advice and suggestion. Vocabulary related to cars and driving.

Register
Any, as long as consistent.

Target reader
Would be informed.

Question 5

Content (points covered)
For Band 3 or above, the candidate's report must include:
- the existing equipment/equipment needed
- the benefits of new equipment to the performance of the department.

Organisation and Cohesion
Clear organisation with appropriate paragraphing.
Report format: headings an advantage.

Range
Language of description/evaluation. Vocabulary specific to equipment.

Register
Consistently formal, semi-formal or unmarked.

Target reader
Would be informed and would consider investing in the equipment.

Paper 3 English in Use (1 hour 30 minutes)

Part 1

1 D 2 B 3 C 4 A 5 C 6 B 7 C 8 D 9 A
10 B 11 D 12 B 13 B 14 D 15 C

Part 2

16 all 17 It/That/This 18 for 19 into 20 its/the 21 to

22 through/across/over/along/down 23 which/that 24 with 25 a
26 our 27 by 28 enough 29 did 30 had

Part 3

31 one 32 for 33 ✓ 34 a 35 ✓ 36 which 37 ✓ 38 with
39 at 40 yet 41 are 42 on 43 why 44 ✓ 45 very 46 just

Part 4

47 rehearsals/rehearsing 48 temperamental 49 failure 50 imaginative
51 response(s) 52 interpretation(s) 53 managerial/management 54 distinctive
55 narrative 56 enlarge 57 further 58 entries 59 originality
60 enjoyment 61 coverage

Part 5

62 him know 63 (recent/latest) problems/difficulties/worries/doubts/anxieties
64 wait a/take a 65 miss/so miss/really miss/long for/think about 66 go in/pass in/fade in/vanish in/only last/go after/pass after 67 suggestion is/opinion is/recommendation is/view is/feeling is 68 couple of/few 69 talk about/talk through/talk over/chat about/go through 70 a place/room/a space/space/anything (else)
71 enough to 72 quickly/smartly/fast/speedily/rapidly 73 write/agree/confirm this
74 easy if/simple if/straightforward if/fine if/OK if

NB The mark scheme for Part 5 may be expanded with other appropriate answers.

Part 6

75 E 76 B 77 H 78 G 79 F 80 C

Paper 4 Listening (45 minutes approximately)

Part 1

1 (the) G/greek(s) 2 design(s) 3 disappear/die out (but (it) did not/didn't)
4 time/motivation (*in either order*) 5 (weekend) workshop 6 puzzle(s)
7 underground station (') (s)/walls//underground walls 8 give (people) (you) pleasure/please people (afterwards)/(for a long time)

Part 2

9 two weeks/2 weeks/(a) fortnight 10 (the) (centre) library/libraries (at the/a centre)
11 accommodation (on campus) 12 expensive/costly/dear 13 (university ('s)) (universities('))/surroundings/surrounding area 14 (a) (recognised) qualification(s)
15 (just) (for) (just) pleasure//(for) (just) fun/just for fun 16 writer

Part 3

17 D 18 B 19 A 20 B 21 B 22 C 23 C 24 D

Part 4

25 G 26 F 27 E 28 A 29 H 30 D 31 F 32 H 33 E 34 B

Transcript

This is the Cambridge Certificate in Advanced English Listening Test. Test Four.

This paper requires you to listen to a selection of recorded material and answer the accompanying questions.

There are four parts to the test. You will hear Part Two ***once*** *only. All the other parts of the test will be heard twice.*

There will be a pause before each part to allow you to look through the questions, and other pauses to let you think about your answers. At the end of every pause, you will hear this sound.

tone

You should write your answers in the spaces provided on the ***question*** *paper. You will have* ***ten*** *minutes at the end to* ***transfer your answers to the separate answer sheet.***

There will now be a pause. You must ask any questions now as you will not be allowed to speak during the test.

[pause]

PART 1

Now open your question paper and look at Part One.

[pause]

You will hear a talk on the radio given by an art teacher who became interested in making mosaics – designs made with small pieces of glass and stone. For questions 1 to 8, complete the sentences. You will hear the recording twice. You now have 30 seconds to look at Part 1.

[pause]

tone

Art teacher: I'd been teaching art for about ten years when I went on holiday to Greece. While I was there I became really interested in the art of making mosaics and decided to include this in the courses I run. Many people assume that the Romans invented mosaic, but it was the Greeks who were the true craftsmen. And they, in turn, probably picked it up from the Sumerians. But it was the Romans who brought mosaics to Britain. And, apart from the introduction of nylon backing to hold the tiles together, the techniques themselves haven't changed much over 5,000 years. It's the designs which have undergone a really radical change. In the recent past, modern mosaics have been restricted to the walls of public libraries and the odd swimming pool, and, by and large, it looked as if the true art of the mosaic could well disappear. Fortunately, that has not happened.

People often ask me why I prefer to spend hours teaching my students to stick tiny squares onto tiles when I could be doing something else. And it's certainly the case that the process demands both time and motivation on occasions. It can

even give you a really bad headache! But, in fact, there's something very therapeutic about it. I think it has something to do with breaking things up and then reconstructing them.

For every course I teach, we have jars and jars of brightly-coloured glass, odd bits of china, broken plates and dishes, and most people just can't wait to start sticking them onto larger stretches of concrete. For the beginners, we produce mosaic packs, which contain all the essentials you need and explain clearly how to go about things. Each course includes a weekend workshop, which is attended by the majority of the students and it's actually a wonderful way of relaxing. The skill's really within everyone's scope, especially if you have an eye for colour – and a certain dexterity. It helps if you enjoy working with your hands – and, of course, have patience. I'm often asked if I do puzzles, and it's not such a silly question as it sounds because it's a very good comparison of skills. Some people do get a bit scared, faced with all that choice, but that's why the mosaic packs are so popular. But I try to teach people to be inventive as well.

If you look around yourself, there's plenty of evidence that the art is enjoying a revival. Not only do you see mosaic ashtrays, and soapdishes, but you can actually now find them decorating underground station walls. Now, I'm not suggesting that you start pulling your own home to pieces and replacing everything with mosaics, although I often find myself looking at chests of drawers and thinking, 'Hmm, just a border, perhaps!' Still, my reply to my over-anxious students is, 'All right, I know it takes hours, but, after all, it's a labour of love, and you have something which will give pleasure for a long time afterwards.' Now if you're interested in trying out the effect in your own home ...

[pause]

tone

Now you will hear the recording again.

[The recording is repeated.]

[pause]

That is the end of Part One.

[pause]

PART 2

Part Two

You will hear part of a radio programme in which someone is talking about summer courses at colleges and universities in Britain. For questions 9 to 16, complete the sentences. Listen very carefully as you will hear the recording ONCE only. You now have 45 seconds to look at Part 2.

[pause]

tone

Presenter: Now, if you're thinking of how you're going to spend your summer holidays and are fed up with just lying in the sun, maybe you should consider an educational holiday.

Universities, colleges and schools in Britain are now offering a wide range of courses in various subjects and lasting anything from a fortnight to three months. The two-week courses are intensive courses, with each day consisting of

teaching, visits to relevant places of interest and private study sessions. If you don't fancy studying alone in your room, you'll be pleased to hear that all the centres have libraries which are open until late. Students don't need to look for somewhere to stay during the course, because on intensive courses, accommodation is offered on campus, which is a considerable advantage.

The only problem is that these fully-residential courses can cost as much as £400 a week, so some students might be put off for financial reasons. Some colleges and universities have grouped together to form the 'Summer Academy'. These courses are all residential and make strong use of the universities' surroundings, with many visits to places of historical and geographical interest in the surrounding area. The 'Summer Academy' courses are mostly taken for pleasure but a limited number now offer recognised qualifications which a student can use towards a university degree or diploma, if they decide they want to continue studying. Courses awarding these types of qualification are proving extremely popular. For some people, going on a course may change their lives. I spoke to one student who had studied creative writing at Edinburgh University. He had been a company director but felt disillusioned with his career. Originally he took the course for pleasure but found he enjoyed it so much that he left his job and decided to try and make a go of it as a writer. He believes that the summer school was instrumental in giving him the confidence to do this.

As well as giving people the chance to try something new, summer schools can also help existing students with their degrees and can even shorten the time they need to spend at college. This will suit students anxious to complete their courses and get working as quickly as possible. According to a student I spoke to, another advantage of summer school is that it attracts a far wider range of students than normal degree courses do and this variety adds interest to the course.

[pause]

That is the end of Part Two.

[pause]

PART 3

Part Three

You will hear part of a radio programme in which two people, Sally White and Martin Jones, are discussing the popularity of audio books (books recorded on tape), and the problems involved with abridging books before taping them. For questions 17 to 24, choose the correct answer A, B, C or D. You will hear the recording twice. You now have one minute to look at Part 3.

[pause]

tone

Interviewer: And today our subject for discussion is audio books. We have two guests in the studio – Martin Jones, who owns an audio bookshop and Sally White, whose job it is to abridge, or shorten books, for the audio market. Now I was amazed to find out just how popular it has become to listen to books on tape. What do you think is the reason for this ... Sally?

Sally: Well, people are often very short of time. If you commute each day and have to spend, say, an hour in the car ... then you can listen to part of a tape ... and then go on where you left off. And many people like to listen to audio books while doing

monotonous household chores, like ironing or dusting. However, I suspect that it's when people are trying to drop off at the end of a busy day that greatest use is made of them. I suppose it's like being read to as kids.

Interviewer: Yes, and in fact these audio books have also become popular among children. I often listen to them with mine. I suppose the fear here is that children will become lazy ... I mean it's much easier to listen to a story than read it yourself.

Sally: Yes of course it is, but I'm not sure this will necessarily put children off reading. I don't know ... but the great thing is that they can listen to books which are far too difficult for them to read. It may mean, of course, that busy parents are tempted to put on a tape rather than take the time to read to their kids. But then I'm sure many would actually prefer to listen to professionals rather than tired mums and dads ...

Interviewer: What do you think Martin?

Martin: Well, I'd like to tell you about a lady who came into this shop just last week ... and she was telling us about these family driving holidays to France, which used to be a disaster with the kids in the back making a row, not being able to understand French radio. And she swore she would never take them to France again. Then she discovered audio books and suddenly the journeys there are a joy.

Interviewer: Now I hear that audio books are even more popular in the States ...

Martin: Yes, it's certainly a huge, huge market in the States although I don't think audio books started there. Maybe it's because there's a tradition here in the UK from radio of spoken words being an acceptable medium, whereas in America of course it's a different story. In the main Americans don't seem to get as much drama or stories on the radio, so they're going out and getting audio books. And the principal attraction is that they need something to listen to because of the time they spend on the road – places are so much farther apart. An audio book passes the time ...

Interviewer: And what are the reasons for sometimes asking the author to do the reading rather than employing a professional?

Sally: It depends. Obviously the author is the one who's closest to the book and they may have a particular interpretation of the book that they are anxious to portray. Most authors will have already done public readings of their books anyway as part of their promotional activities at the time of publication, so they've probably read parts of it already. Otherwise, professional actors are used. We're very lucky in Britain to have such a wealth of actors who can bring the story alive completely.

Interviewer: Now, Sally, your job is to abridge books especially for the audio market. I suspect a lot of people would say that you shouldn't mess about with what an author has written.

Sally: No, I don't agree. Most of the abridgements these days are really extremely good. Abridgers interpret the story in the way they believe the author has written it. But the point about abridgements is that one's adapting it to create a new version of the story so it will inevitably be different to the original. Now, obviously some books are easier to abridge than others ...

Interviewer: Yes. I'd imagine a thousand page volume by Charles Dickens must be a bit of a nightmare ...

Sally: Well, what we do is to trim the excess off so it's more to do with the way they write. Beryl Bainbridge, for instance, writes so beautifully and sparsely that it's harder to cut into her than Charles Dickens with his pages of detailed descriptions. This is probably the case with any kind of book.

Martin: We shouldn't forget that many books are not abridged before being taped. I would say that these have now grown to account for about 20% of the audio market. So, yes, some people do prefer to listen to the whole book. We've got 'Anna Karenina' that has just come on the market. It's on 24 tapes – so, you can imagine how long it is!

Interviewer: Twenty-four tapes? How long is a tape?

Martin: Well, each tape is about 90 minutes and the whole set comes to £90. Though it's a lot of money, we're talking about a lifetime's listening, which is really something, isn't it?

Interviewer: Well, we are nearly out of time ... but very briefly then, why not, in that case, why not write things specifically for audio ... something that's never been a written book? You could argue it's a new art form, so why not have new people writing just for audio?

Sally: Well, you could and the BBC commissions specific work for radio all the time. It probably wouldn't succeed because the audio market isn't large enough to finance its own original writing at the moment. Anyway, I don't think people are unhappy about that ... it's the old favourites, rather than the newer titles, that have proved the most popular in audio form.

Interviewer: Well, thank you both very much ... and now ...

[pause]

tone

Now you will hear the recording again.

[The recording is repeated.]

[pause]

That is the end of Part Three.

[pause]

PART 4

Now look at the fourth and last part of the test. Part 4 consists of two tasks.
You will hear five short extracts in which different people are talking about the importance of eating breakfast. Look at Task One. For questions 25 to 29, match the extracts with the speakers, listed A to H. Now look at Task Two. For questions 30 to 34, match the extracts with the comments listed A to H.
You will hear the recording twice. While you listen you must complete both tasks. You now have 40 seconds in which to look at Part 4.

[pause]

tone

Speaker One: In common with most of my colleagues on the track, I'm training in the morning most of the time, as well as throughout the day. And sometimes we have to compete in the mornings too, as early as seven or eight in some places in the world. And people say to me, 'And you really eat before that?' But, if you think about it, you absolutely can't perform to the best of your abilities without fuelling

your body or your mind for that matter. So, the message for kids who've got their sights set on gold is 'don't skip your breakfast before you train'.

Speaker Two: I have to admit that I was one of those awful people who used to tell others to do something that I didn't do myself. It wasn't until I was invited to present a report on a conference in the USA, and I was sceptical before that too, that I came back a convert. There's good research to show that people are healthier if they eat breakfast and everything I heard was quite convincing and I've gone on to use quite a lot of it in my column, you know, I read up the research and did a few pieces on it myself, which were quite well received, even by the professionals.

Speaker Three: Well, I read that the latest thinking is that whatever you eat in the morning, your metabolic rate goes up slightly, so the rate you burn calories goes up too. Even if you sit about a lot like me, if you've had a good breakfast, you still won't necessarily put on weight. Sounds crazy. But just think; if you don't eat first thing, you get a rumbly tummy about mid-morning, and what happens next? Well, what I do is rush out to the vending machine after I've pulled into the next station and grab something quick, which is usually chocolate or crisps, you know, something full of fat and sugar! So I suppose those newspaper articles are right really, aren't they?

Speaker Four: I'll be absolutely honest with you, I usually wake up and don't feel particularly hungry, but especially when you've got an early start, and you can't be absolutely sure where the next meal is coming from, I mean it could be breakfast, lunch or dinner, depending on where your next stopover is and what time it is there, and during all that time you might have served all manner of meals too, so you have to think ahead and I generally make sure I have something breakfast-like before each shift, even if it's not morning, and then I don't get hunger pangs in the cabin.

Speaker Five: I think that if you're someone who 'skips' breakfast, for want of a better term, you don't know what you're missing until you try. And I think that it's especially important to try and get this message across to parents. I can tell which ones in my group have missed breakfast; they lack energy and they're the ones who get all the colds and that, honestly. But it's got to fit in with the whole family's normal way of life too. It's no good making great resolutions and breaking them two days later because you can't get up in time or it's going to make you late for work.

[pause]

tone

Now you will hear the recording again. Remember you must complete both tasks.

[The recording is repeated.]

[pause]

That is the end of Part Four. There will now be a ten-minute pause to allow you to ***transfer your answers to the separate answer sheet.*** *Be sure to follow the numbering of all the questions. The question papers and answer sheets will then be collected by your supervisor.*

[Teacher, pause the tape here for ten minutes. Remind your students when they have one minute left.]

That is the end of the test.